

MARYLAND HIGHER EDUCATION COMMISSION

MEETING AGENDA

Time: 1 P.M.
APRIL 23, 2002

Place: CECIL COMMUNITY COLLEGE
Technology Center
One Seahawk Drive
Northeast MD 21901

Maryland Higher Education Commission

MEETING AGENDA

TIME: 1:00 pm
Tuesday
April 23, 2002

PLACE: Cecil Community College
Technology Center
Conference Room

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Comments and Testimony

University System of Maryland
Maryland Independent Colleges and Universities
Morgan State University
St. Mary's College of Maryland
Maryland Association of Community Colleges
Maryland Association of Private Career Schools
Faculty Advisory Council

Other Interested Parties

Adjournment

Information Reports distributed to Commission:

Report of Programs Reviewed from January 22, 2002 to March 15, 2002

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MARYLAND HIGHER EDUCATION COMMISSION
Regular Session
Minutes of Meeting

February 12, 2002

The Maryland Higher Education Commission met on Tuesday, February 12, 2002, at Bowie State University, Thurgood Marshall Library, Bowie, Maryland. Commission members present were John J. Oliver, Jr., Chair; Charles B. Saunders, Jr., Vice Chair; Dorothy Dixon Chaney; Edward O. Clarke, Jr.; Micah Coleman; Anne Osborn Emery; George S. Malouf, Jr.; and Donald J. Slowinski, Sr. Commission members not present were: John L. Green; R. Kathleen Perini; David S. Oros; and Richard P. Streett, Jr.

Staff members present were: Karen R. Johnson, Secretary; Anne M. Budowski, Assistant Secretary; Janice Doyle, Assistant Secretary; John A. Sabatini, Jr., Assistant Secretary; Pat Bracey; Paula Fitzwater; Andrea Hunt; Pace McConkie; Dominique Raymond; David Sumler; Ann Walker; and Linda West.

Others present: Pamela Arrington, Coppin State College; Calvin Burnett, Coppin State College; Francis Canavan, University System of Maryland; Margery Coulson Clark, Montgomery College; Eugene DeLoatch, Morgan State University; Anthony Foster, University System of Maryland; Lynn Gangone, Maryland Independent College and University Association; Nancy Gentile, National Labor College; Amy Goetzinger, University of Maryland, Baltimore; Patty Keeton, Howard Community College; Starrla Levin, University of Baltimore; Clayton McNeill, Coppin State College; Lonnie McNew, Towson University; Charles Middleton, University System of Maryland; Jane O'Brien, St. Mary's College of Maryland; Shannon Oxley, St. Mary's College of Maryland; Beth Pennington, University of Maryland Baltimore County; Susan Schurman, National Labor College; Richard Siciliano, Faculty Advisory Council; Mary Helen Spear, Faculty Advisory Council; and Patricia Stanley, Frederick Community College.

CALL TO ORDER

Chairman Oliver called the meeting to order at 1:12 p.m.

APPROVAL OF MINUTES

The minutes of the November 7, 2001 meeting and December 5, 2001 Retreat were approved.

CHAIRMAN'S REPORT

Chairman Oliver announced that Dr. Calvin Lowe, President of Bowie State University, was called to Annapolis to testify before the Maryland General Assembly and would not be present at today's meeting.

Chairman Oliver stated that representatives of each segment of higher education will provide comments and testimony on State Plan Goal 3, *Contribute to the Further Development of Maryland's Economic Health and Vitality*, and State Plan Goal 4, *Support and Encourage Basic and Applied Research*.

SECRETARY'S REPORT

Secretary Johnson gave a brief update on the higher education budget. The Governor's proposed budget will be less than anticipated and the Legislature may make cuts to the budget as well. The Commission supports the Governor's budget and will be working closely with all segments of higher education in order to preserve the proposed budget for higher education. The Governor proposed a 4 percent increase to all institutions with the exception of formula-funded institutions. The Commission is also working diligently to preserve \$6 million in enhancement funding in the budget for the State's historically black institutions.

Secretary Johnson distributed copies of an editorial that she co-sponsored with Dr. Donald Langenberg, Chancellor of the University System of Maryland. The editorial, "*What price higher education?*" was published in The Daily Record, February 9, 2002, in response to Senator Stoltzfus' letter to The Daily Record questioning the investment in higher education and asking the question, "what is Maryland getting for its investment in higher education."

STUDENT ADVISORY COUNCIL REPORT

No report at this time.

EDUCATION POLICY COMMITTEE REPORT

Low-Productivity Degree Program Report 2001

Commissioner Saunders reported that 39 programs were identified as having low-degree production. Twenty of the programs were at public community colleges and 19 were at public four-year colleges and universities. Of the 20 programs identified at the community colleges, the institutions requested that 5 programs be discontinued, 8 programs be exempted, and 7 programs be maintained and enhanced. The four-year institutions recommended 9 programs for exemption and 10 programs be maintained and enhanced or changed to improve enrollment.

Dr. John Sabatini, Assistant Secretary for Planning and Academic Affairs, stated that the memorandum reflects Commissioner's Clarke's concern that no determination or reference to the quality of each program was used in determining the program's inclusion in the report or in the recommended action to be taken for each program. The Commission is not addressing issues or making determinations related to program quality for University System of Maryland institutions, under provisions of SB 682, when a program is originally approved or when a program is reviewed for low-degree productivity.

Commissioner Saunders reported that the Education Policy Committee recommended that the Maryland Higher Education Commission approve the program discontinuances, program exemptions, and program extensions presented in the *Low-Productivity Degree Program Report 2001*. Commissioner Saunders moved for approval of the recommendation. Commissioner Emery seconded the motion and the motion carried unanimously.

HB 157 – Teacher Professional Development Schools State Aid Pilot Program

Commissioner Saunders reported that funding for Professional Development Schools is a high priority of the Commission, having a major hand in establishing the 1995 *Redesign of Teacher Education* and adopting recommendations of the *Redesign* as State policy to reform teacher education in the State of Maryland. Every year the Commission has recommended that the program be funded. Progress has been made in implementing new PDS'. However, there are only about one-third of the number needed to train all teacher candidates. Funding for PDS' has been mainly through a federal grant, which has made the institutionalization of the PDS difficult. Although the Commission is cognizant of the State's current fiscal situation and that funding for this program is not in the Governor's budget, the Commission expressed its view in supporting the program.

Commissioner Saunders reported that it is recommended that the Maryland Higher Education Commission support HB 157 – Teacher Professional Development Schools State Aid Pilot Program. Commissioner Saunders moved for approval of the recommendation. Commissioner Chaney seconded the motion and the motion carried unanimously.

FINANCE POLICY COMMITTEE REPORT

Final Action on COMAR 13B.07.05 Space Allocation Guidelines

Ms. Janice Doyle, Assistant Secretary for Finance Police, reported that the proposed guideline changes, under COMAR Space Allocation Guidelines for community colleges, were published in the Maryland Register on October 5, 2001 for public comment. The Commission received no comments or objections to the proposed changes during the mandated comment period. The proposed revisions change the procedures used to determine space needs for classrooms, laboratories, offices, libraries, special and general use areas, support, health and outdoor facilities.

Ms. Doyle reported that the Finance Policy Committee recommended that the Maryland Higher Education Commission approve the final action on COMAR 13B.07.05 Space Allocation Guidelines. Commissioner Slowinski moved for approval of the recommendation. Commissioner Chaney seconded the motion and the motion carried unanimously.

Funding Guidelines Peer Performance Analysis

Ms. Doyle stated that this report is part of the funding guidelines accountability process. The report contains an assessment of the performance of each University System of Maryland institution and Morgan State University in comparison to their performance peers.

This item was provided for information only.

NATIONAL LABOR COLLEGE—GEORGE MEANY CENTER APPLICATION FOR ELIGIBILITY FOR THE JOSEPH A. SELLINGER PROGRAM OF STATE AID TO NON-PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Dr. Sabatini reported that the Commission reviewed a number of documents from the George Meany Center in support of the application for Sellinger funds. Five additional documents were received this month and provided to the Commission members: (1) FY 2002 Statement of Intended Use Report; (2) Stage One Application; (3) Affidavit of Morris Keaton; (4) Institutional Self-Study Report, Antioch University Maryland; and (5) Statement of Accreditation Status.

After an extensive review and evaluation over the past years, Dr. Sabatini reported that it is recommended that the Maryland Higher Education Commission approve The National Labor College-George Meany Center as an eligible institution under the Joseph A. Sellinger Program of State Aid to Non-Public Institutions of Higher Education.

Dr. Sabatini introduced Dr. Susan Schurman, President of the National Labor College. Dr. Schurman thanked the Commission and its staff for consideration of its application for Sellinger funding and provided a brief overview of program offerings.

Commissioner Clarke raised a concern with legal "successorship" as it applies to the requirement that the College must be a "non-profit private college or university that was established in the State before July 1, 1970," or a "non-profit private institution of higher education that formerly received State aid as a component of a private college or university that was established in this State before July 1, 1970. Commissioner Clarke asked whether or not the Commission should receive an official opinion from the Attorney General.

Mr. Pace McConkie, Counsel for the Commission, stated that on behalf of the Office of the Attorney General he had thoroughly reviewed the facts and the law, including the "successor-in-interest" issue. He also examined the matter in comparison to how the Maryland Higher Education Commission acted with respect to a similar claim by Sojourner-Douglass in its application for Sellinger funds. Like the National Labor College, Sojourner-Douglass asserted its position as a "successor-in-interest" to Antioch University-Maryland. Mr. McConkie stated that he advised Commission staff that it is his view that the National Labor College has satisfied the statutory requirements. Mr. McConkie pointed out that this was his advice and not an official opinion of the Attorney General. Mr. Jim Gentile, General Counsel to the National Labor College, also explained the position of the College as a "successor-in-interest" to and component of the former Antioch University-Maryland.

After further discussion, it was agreed that an official opinion of the Attorney General was not required, but Mr. McConkie would provide the Commission with a counsel memo on the matter. Commission Slowinski moved for approval of the recommendation. Commissioner Chaney seconded the motion and the motion carried unanimously.

PROPOSED REVISIONS TO COMAR SECTIONS 13B.02.03.24 HEALTH MANPOWER SHORTAGE AND STATEWIDE PROGRAMS AND 13B.07.02.03.C.(3) STUDENT RESIDENCY POLICY TO FULLY IMPLEMENT THE HEALTH MANPOWER SHORTAGE PROGRAM

Dr. Sabatini reported that the proposed changes to the program are presented to the Commission for final approval. The proposed revisions were printed in the Maryland Register on October 5, 2001. The Commission received no comments or objections to the proposed revisions during the mandated comment period.

Dr. Sabatini reported that it is recommended that the Maryland Higher Education Commission give final approval of the changes to COMAR 13B.02.03.24 and COMAR 13B.07.02.03.C.(3) necessary to implement Health Manpower Shortage Programs and to clarify student eligibility for statewide programs. Commissioner Chaney moved for approval of the recommendation. Commissioner Saunders seconded the motion and the motion carried unanimously.

COPPIN STATE COLLEGE IN THE 21st CENTURY: STRATEGICALLY PLANNING THE FUTURE

Dr. Sabatini noted that the recommendation contained in the Commission Book had been changed; a copy of the revised recommendations was distributed. Dr. Sabatini introduced Dr. Calvin Burnett, President of Coppin State College.

Dr. Burnett stated that the Strategic Plan is consistent with the *2000 Maryland State Plan for Postsecondary Education*, the *USM in 2010 Strategic Plan*, and the *OCR Partnership Agreement*. Over the next ten years, Coppin aspires to become a model urban comprehensive liberal arts institution. Its goals are to: (2) restructure and strengthen academic programs; (2) enhance student success; (3) leverage the usage of information technology; (4) construct and renovate facilities; and (5) diversify funding sources. Dr. Burnett noted that even though the Strategic Plan has been approved by the USM Board of Regents, Coppin's mission statement is being revised. The proposed revisions will not interfere or impact negatively on the goals and strategies of the Strategic Plan.

A question and answer period followed:

Commissioner Coleman asked when the mission statement would be brought before the Commission. Dr. Burnett responded that it will be forwarded to Chancellor Langenberg soon and will be before USM's Board of Regents in April. Dr. Burnett anticipates the Boards' approval of the mission statement at that time.

Commissioner Saunders asked how much of the expected total cost of Coppin's efforts to enhancing the community surrounding the college is expected from the City of Baltimore. Dr. Burnett responded none. The City of Baltimore has assisted Coppin in securing adjacent properties next to the Health Center and will support Coppin's efforts to expand their physical plant through the

acquisition of properties surrounding the existing campus. The City would be unwilling to pay for any of the State's obligations.

Commissioner Emery stated that education, nursing and criminal justice are areas of workforce need and noted that Coppin seems to be giving equal weight to its academic programs in media arts and global affairs as it does education, nursing, and criminal justice. Commissioner Emery asked Dr. Burnett to explain how he can give those programs equal weight. Dr. Burnett responded that he is not prepared to get into a fight with his faculty on designating which programs are best.

Secretary Johnson noted that the current facilities master plan is over five years old and asked when will an updated plan be available. Dr. Burnett responded that he is in the process of updating the plan, but in order to do a better plan it would cost approximately \$800,000. Coppin is doing a revised plan that will get them by until they can get to the point of doing a complete one. Coppin hired a facilities master plan expert to work with them on a revised plan and a rough draft is expected within a few weeks.

Chairman Oliver asked what efforts Coppin has taken to recruiting other race students. Dr. Burnett replied that Coppin has taken tremendous efforts by going into high schools in Baltimore and Montgomery counties, and that Coppin is very sensitive to having an adverse student body and has been over the years. Dr. Burnett stated that he believed that more progress will be made in that area as a result of scholarship funding and construction of resident halls to attract more students. Coppin not only wants a diverse student body but diverse faculty and staff as well.

Chairman Oliver asked if the Commission members were ready to vote. Commissioner Clarke stated that he would abstain from the vote since it is the first time this issue has come before the Commission for a vote and personally does not feel it is in the best interest of Coppin for him to vote at this time. Commissioner Clarke felt that the matter should be set aside so that all members of the Commission would have the opportunity to vote and not just those present at today's meeting.

Chairman Oliver tabled the matter until more Commission members could be in attendance. Commissioner Slowinski asked for discussion time on the issue and, as a result, Chairman Oliver instructed Commission staff to schedule a meeting for this purpose.

STATE PLAN GOAL 3, CONTRIBUTE TO THE FURTHER DEVELOPMENT OF MARYLAND'S ECONOMIC HEALTH AND VITALITY, AND STATE PLAN GOAL 4, SUPPORT AND ENCOURAGE BASIC AND APPLIED RESEARCH

Chairman Oliver stated that State Plan Goal 3 speaks to the further development of Maryland's economic health and vitality, and State Plan Goal 4 speaks to the support for basic and applied research.

Commission members were provided with written comments and supplemental material.

University System of Maryland

Dr. Charles Middleton, Vice Chancellor for Academic Affairs, commented on Goal 4 focusing on the ways in which the institutions of the University System of Maryland work to attain the goal of the 2000 Maryland State Plan for Postsecondary Education to support and encourage basic and applied research. Dr. Middleton stated that the two goals are interactive and could, in some sense, have been written as a single goal because they are interrelated at fundamental levels. At all institutions of the USM, faculty members, graduate and undergraduate students, and many staff members are at some level devoted to the creation of new knowledge. Some of that knowledge generates economic activity and workforce development and taxable income for the State and the new economy that is emerging that is particularly of vital importance.

Dr. Francis Canavan, Associate Vice Chancellor of Communications, distributed copies of the report, "The Economic Impact of the University System of Maryland: A Fiscal Perspective," commenting that the report provides ample evidence of the System's significant contribution to the health of the State's economy. Dr. Canavan provided an overview of the report, focusing on three specific, key areas of the System's impact on the State's economy: (1) economic and fiscal impact; (2) workforce development; and (3) economic development. The USM contributes to the State's economy in a variety of ways by enhancing the skills of its students; significantly increasing their opportunities in the workplace; through increased earnings of its graduates; and the System is a source of educated and skilled workers for Maryland employers, providing valuable services to businesses, generating new technologies through research and development, and contributing to the quality of life in Maryland through community service activities. Dr. Canavan further stated that USM's positive economic impact on the State of Maryland considerably exceeds the State's investment in the System.

A brief question and answer period followed. Commissioner Saunders expressed concern that the State's workforce needs are not being addressed -- what institutions are reporting and what information is being provided by the business community is not the same. Businesses reported a 55 percent satisfaction rate of education institutions meeting their workforce needs. Commissioner Saunders stated that more cooperation between business and education is needed. Dr. Middleton stated that he would go back and review the matter and see if he can provide some ideas that may help address that concern.

Independent Institutions

Dr. Lynn Gangone, Vice President, Maryland Independent College and University Association, stated that she agreed with Dr. Middleton's view that Goal 3 and Goal 4 are companion goals. Dr. Gangone stated that the written testimony provided addresses the contributions that MICUA institutions have made in meeting Goal 3 and Goal 4 of the 2000 Maryland State Plan for Postsecondary Education. Dr. Gangone stated that as evidenced in MICUA's economic impact study, for an investment of less than one-half of one percent of the general fund operating budget, the State receives an economic benefit of well over \$5 billion from the independent colleges and universities in net new income and approximately 31,000 Maryland residents receive employment from those institutions. As examples of what the MICUA institutions are doing, Dr. Gangone read

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some articles taken off the web that address some of the by-products that MICUA institutions contributed to the State.

Morgan State University

Dr. Eugene DeLoatch, Dean of the School of Engineering, provided an overview of how Morgan contributes to meeting Goal 3 and Goal 4 of the 2000 Maryland State Plan for Postsecondary Education through its School of Business and Management, School of Engineering, and the School of Computer, Mathematical and Natural Sciences. Dr. DeLoatch stated that Morgan has made significant contributions in both Goal 3 and Goal 4 as Maryland's designated urban university and will continue to seek more ways to serve the city, State, and region. Further development of doctoral programs will provide opportunities for additional services, and each of its schools will continue to seek greater ways to serve Morgan's urban mission and thereby allowing Morgan to make even greater contributions to the State of Maryland.

St. Mary's College of Maryland

Dr. Jane O'Brien, President, stated that Southern Maryland is a unique community in that it is part agrarian and part technology, with its economy driven by the Naval Air Warfare Center at Patuxent River Base and the contractor community. Twenty-five percent of the workforce in Southern Maryland is now a technology workforce. Over the past years the base has grown and in the mid-90's, 5,000 administrative positions were added to Pax River. St. Mary's has benefited from a very large number of highly educated, highly technical individuals to the community. As a result, the College is faced with two challenges: (1) to respond as a cultural entity in Southern Maryland to provide the arts and extended cultural amenities that are expected from individuals who have spent much of their professional life in the communities that had ballets, opera, symphony and arts, and (2) to try to provide the workforce response that is being requested.

Dr. O'Brien commented on the barriers that the college faces in working toward the objectives of Goal 3 and Goal 4, adding that the college can readily move toward a more progressive curriculum that responds to workforce needs. Their challenge is to revise its mission statement to accommodate the very particular workforce needs of the area, which are both an intellectual and a financial challenge for the college.

Community Colleges

Dr. Patricia Stanley, President of Frederick Community College, represented the Maryland Association of Community Colleges. Dr. Stanley stated that community colleges do not have research as a primary tenant of its mission, therefore, the community colleges' comments focus on Goal 3. Dr. Stanley stated that community colleges contribute to the further development of Maryland's economic health and vitality through the expansive work they do in workforce development and training. Each community college works within their communities to meet specific needs for training and workforce development that contributes to the local economy. The projects and programs available are as varied as the communities served. Dr. Stanley provided an overview of what the community colleges collectively have accomplished to promote community

colleges statewide and to address economic development and workforce training. As part of that discussion, Dr. Stanley distributed the following guidebooks: Addressing Maryland's Critical Workforce Shortages: A Strategic Vision from Maryland's Community Colleges; The Guidebook for the Maryland Association of Community Colleges; and Business Training in Maryland.

Private Career Schools

The private career school segment was not represented at the meeting; however, written comments on State Plan Goal 3 and Goal 4 were provided by the Maryland Association of Private Career Schools prior to the meeting.

Faculty Advisory Council

Dr. Mary Helen Spear, Professor of Psychology at Prince George's Community College, and Dr. Richard Siciliano, Director of Instructional Technology at Charles County Community College, represented the Faculty Advisory Council.

Dr. Spear stated that the Faculty Advisory Council worked closely with faculty subcommittees, each subcommittee consisted of faculty members representing all segments of higher education, in developing the written testimony provided. Dr. Spear provided an overview of the written testimony, focusing on the accomplishments and challenges of postsecondary institutions in meeting the objectives of Goal 3. Dr. Spear's comments included funding requests and recommendations the Council believes would help postsecondary institutions achieve the objectives of this goal.

Dr. Siciliano stated that the Faculty Advisory Council looked at where the State of Maryland is currently and looked at the challenges facing postsecondary institutions in achieving the objectives of Goal 4. Dr. Siciliano addressed each objective individually and the Faculty Advisory Council's recommendations for achieving the objectives.

CLOSING REMARKS

Secretary Johnson thanked the participants and stated that an update of the State Plan is due July 1st. Dr. Sabatini has formed a workgroup and the workgroup has been given the responsibility of collecting all testimony given on each of the State Plan goals and performing a needs assessment. The Commission is required to update the plan, particularly with respect to capabilities and needs. A preliminary draft of the State Plan is expected in May.

INFORMATION ITEMS

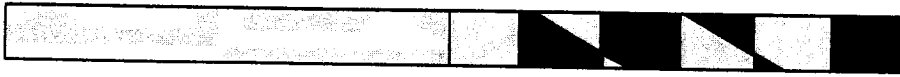
The following items were provided for information only: Report on Programs Reviewed from October 16, 2001 to January 21, 2002; Access and Success Multi-Year Grant Program Update; Status Report on Coppin State College Strategic Plan; and Funding Guidelines Peer Performance Analysis.

Chairman Oliver congratulated Secretary Karen R. Johnson and Commissioner R. Kathleen Perini for being named by The Daily Record as two of "Maryland's Top Women."

ADJOURNMENT

Commissioner Oliver adjourned the meeting at 3:35 p.m.

John J. Oliver, Jr.
Chairman



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Institutional Name Change Request from Garrett Community College

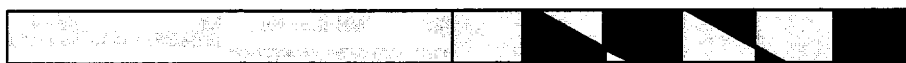
COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: Citing an effort to stimulate enrollment growth at Garrett Community College (GCC), the Board of Trustees and campus administrators of GCC request that the Commission approve the renaming of the institution to "Garrett College."

The report, *Case for "Garrett College,"* provides data and suggests that by removing "Community" from the institution's name, GCC's recruitment efforts would improve greatly by attracting potential students from Pennsylvania and West Virginia, Garrett County's two largest border regions.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the renaming of Garrett Community College to Garrett College.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

M E M O R A N D U M

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee

STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Institutional Name Change Request from Garrett Community College

Citing an effort to stimulate enrollment growth at Garrett Community College (GCC), the Board of Trustees and campus administrators of GCC request that the Commission approve the renaming of the institution to "Garrett College." Submitted under separate cover, the report, *Case for "Garrett College,"* provides data on declining demographic and socio-economic factors for Garrett County and suggests that by removing "Community" from the institution's name, GCC's recruitment efforts would improve greatly by attracting potential students from Pennsylvania and West Virginia, Garrett County's two largest border regions.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the renaming of Garrett Community College to Garrett College.

CASE
for
“GARRETT COLLEGE”

prepared for

Education Policy Committee
Maryland Higher Education Commission
March 13, 2002



Garrett Community College is requesting approval from the Maryland Higher Education Commission of an institutional name change. Garrett is proposing that its new name be "Garrett College." The reasons for this request are as follows:

Geography

Garrett is located at the westernmost tip of the Maryland panhandle. Its shortest border connects it to the State of Maryland. Its longer borders on three sides are with West Virginia and Pennsylvania. Since its inception GCC has functioned as a regional college. Its historic name suggests a more local orientation, however.

Enrollment Factors

Garrett is not experiencing enrollment growth. Several reasons account for this condition:

1. Rural and sparsely populated, Garrett County has a total population of 30,000. Although the county is expected to grow slowly at a rate of less than 1% per year, its growth is primarily among retirees (Table 1). Its high school graduate population has declined sharply (Table 1); its 22-45 year old age group is outmigrating, and demographic information suggests that data for these two cohorts will not reverse in the foreseeable future (Table 1). Yet these cohorts comprise the bulk of Garrett's student population.
2. Garrett is experiencing historically low unemployment rates (Tables 2 and 3) although unemployment remains very high in relationship to the State as a whole. Despite a decrease in unemployment, wages remain near the lowest in the State (Table 4). According to a rule of thumb in community college education, an inverse relation exists between community college enrollments and employment. Students, especially in poorer jurisdictions, choose income opportunities over college.
3. Garrett's median household income is third lowest in Maryland, yet its tuition rate exceeds the statewide average. The college fears that it is surpassing the limit of affordability for its service region as the attached Affordability Index shows (Table 5). In consequence the Board of Trustees is committed to holding the line on tuition. However, GCC cannot afford to achieve this goal at the cost of lost tuition revenue. The only viable solution is through enrollment growth despite decline in the primary college going age groups within the service region. For this reason the college must position itself to attract more out-of-county and

out-of-state students.

Signature Programs

Garrett has the ability to attract out-of-county and out-of-state students. It has four signature programs with regional and national appeal: Agricultural Management (with an emphasis on alternative agriculture), Adventure Sports (unique in the United States), Natural Resources and Wildlife Technology (unique in the four state region), and Juvenile Justice (unique in Maryland). All four of these programs are statewide designated.

Current and Proposed Name

Due to its signature programs the college believes that it can attract a larger audience from within the state and beyond. But its current name is an impediment. It suggests a local emphasis that has little significance or benefit to a student from outside the county. Since these students pay a premium to attend GCC, they would like to earn a collegiate credential which is neutral with respect to local role and geography and which can better enhance their career opportunities in the national marketplace.

Although the college understands and respects this interest on the part of students from outside Garrett County, it is also mindful of its primary mission as a community college serving the higher education needs of Garrett Countians, who take pride in and support their college. For this reason Garrett has selected a title that reflects its historical legacy and mission as a local collegiate institution. In this way the proposed title serves two purposes: it signifies the abiding relationship between the college and its county, and it meets the needs of a wider marketplace.

Garrett believes that the proposed name change will serve its local citizens better. To the extent that GCC can attract students from outside Garrett County, it generates tuition revenue that can help support educational services and enhancements for the local population. In this spirit Garrett Community College respectfully requests approval of its proposed name change.

sjh:1A:Name Change1:2-7-02

Table 1

Garrett County

DEMOGRAPHIC AND SOCIO-ECONOMIC OUTLOOK

	1970	1980	1990	2000	2005	2010	2015	2020	2025	2030
Population Characteristics:										
Total Population	21,476	26,498	28,138	29,846	30,800	31,600	32,250	32,850	33,400	33,900
Male	10,612	13,096	13,723	14,708	15,140	15,510	15,810	16,050	16,290	16,520
Female	10,864	13,402	14,415	15,138	15,660	16,090	16,450	16,790	17,110	17,390
White *	21,338	26,340	27,971	29,496	30,400	31,150	31,760	32,310	32,820	33,270
Nonwhite *	138	158	167	350	400	450	500	530	580	640
Selected Age Groups:										
0-4	1,943	2,045	1,958	1,810	1,690	1,730	1,750	1,730	1,670	1,650
5-19	6,552	7,157	6,529	6,501	6,380	6,120	5,840	5,750	5,820	5,830
20-44	5,992	9,069	10,168	9,745	9,380	9,020	9,070	9,090	9,210	9,050
45-64	4,523	5,067	5,655	7,329	8,540	9,380	9,530	9,350	8,590	8,320
65+	2,466	3,160	3,828	4,461	4,810	5,360	6,060	6,930	8,110	9,050
Total	21,476	26,498	28,138	29,846	30,800	31,600	32,250	32,850	33,400	33,900
Total Household Population	21,175	26,001	27,660	29,229	30,138	30,899	31,517	32,071	32,560	32,979
Total Households	6,315	8,764	10,110	11,476	12,025	12,600	13,100	13,525	13,925	14,275
Average Household Size	3.35	2.97	2.74	2.55	2.51	2.45	2.41	2.37	2.34	2.31
Labor Force:										
Total Population 16+	14,500	19,300	21,410	23,310	24,480	25,540	26,320	26,910	27,480	28,040
In Labor Force	6,980	10,610	12,700	13,760	14,380	14,750	14,810	14,560	14,320	14,280
% in Labor Force	48.1	54.9	59.3	59.1	58.7	57.8	56.3	54.1	52.1	50.9
Male Population 16+	7,030	9,460	10,270	11,340	11,880	12,410	12,780	13,030	13,280	13,540
In Labor Force	4,900	6,750	7,340	7,750	7,980	8,150	8,160	8,010	7,880	7,860
% in Labor Force	69.8	71.4	71.4	68.4	67.2	65.7	63.8	61.5	59.3	58.1
Female Population 16+	7,470	9,850	11,130	11,970	12,600	13,140	13,540	13,870	14,200	14,500
In Labor Force	2,070	3,850	5,360	6,010	6,390	6,600	6,650	6,540	6,440	6,420
% in Labor Force	27.7	39.1	48.1	50.2	50.7	50.3	49.1	47.2	45.3	44.3
Jobs by Place of Work (1,000): *										
Farm	0.8	0.9	0.9	0.8	0.7	0.7	0.6	0.6	0.6	0.6
Ag. Serv., For., Fish., & Other	0.1	0.1	0.1	0.2	0.3	0.3	0.3	0.3	0.3	0.3
Mining	0.2	0.9	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4
Construction	0.3	0.5	1.1	1.4	1.5	1.5	1.5	1.6	1.6	1.6
Manufacturing	0.6	1.4	1.9	1.3	1.3	1.3	1.2	1.2	1.2	1.2
Transportation & Public Utilities	0.3	0.4	0.5	0.9	0.9	0.9	1.0	1.0	1.0	1.0
Wholesale Trade	0.3	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6
Retail Trade	1.2	1.7	2.8	3.3	3.4	3.5	3.6	3.6	3.7	3.7
Finance, Insurance & Real Estat	0.3	0.4	1.0	1.6	1.7	1.8	1.9	2.0	2.0	2.0
Services	1.2	1.9	3.3	5.4	6.1	6.6	6.8	6.9	7.0	7.2
Government	1.3	1.5	1.5	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Income Characteristics:										
Personal Inc. (mill. constant 92\$)	\$187.4	\$328.3	\$410.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Per Capita Income (constant 92\$)	\$8,674	\$12,361	\$14,557	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Household Income (current \$)										
Median	1990	1997	1998	1999	Mean					
	\$23,300	\$28,100	\$29,400	\$30,800		1990	1997	1998	1999	
						\$28,800	\$35,600	\$37,400	\$39,300	
Housing Units Authorized for Construction:										
	1990-2000	1990-1995	1996-2000	1995	1996	1997	1998	1999	2000	
Total	2,922	1,702	1,220	275	222	295	211	239	253	
Single Family	2,793	1,601	1,192	275	222	269	209	239	253	
Public School Enrollment:										
	1990	1995	1999	2000	2001	2002	2003	2004	2005	2010
Total	5,031	5,078	4,833	4,813	4,800	4,780	4,780	4,750	4,710	4,400
Primary School (K-6)	2,935	2,746	2,709	2,724	2,710	2,650	2,590	2,540	2,430	2,310
Secondary School (7-12)	2,096	2,332	2,124	2,089	2,090	2,130	2,200	2,220	2,280	2,100

* (D) = Not shown to avoid disclosure of confidential information; (L) = less than 50 jobs. NA = not available.

* For 2000 to 2030 white population is equal to "white alone," and non-white population is equal to "all other races."

SOURCE: Projections prepared by the Maryland Department of Planning, Planning Data Services as of September, 2001, for the period 2005 to 2030. Historical population households, housing units authorized for construction, income and labor force data are from the U.S. Bureau of the Census; 1990 population is based on modified age, race sex data (MARS). Personal and per capita income are from the U.S. Bureau of Economic Analysis. Historical jobs data through 1990 is from U.S. Bureau of Economic Analysis (BEA) CA25 jurisdictional data controlled to U.S. BEA SA25 data for Maryland. Historical (1990-2000) school enrollment is from the Maryland State Department of Education.

Table 2

**REGIONAL DATA - 1990 TO 2000 ANNUAL AVERAGES
CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
BY PLACE OF RESIDENCE**

Area	1990	1991	1992	1993	1994	1995	1996	1997	1998*	1999*	2000*
Western Maryland											
Labor Force	107,644	109,530	111,809	112,543	111,204	113,503	118,012	118,090	115,781	113,840	114,222
Employment	98,221	98,395	99,544	101,254	102,281	104,826	109,923	109,325	108,336	108,083	108,374
Unemployment	9,423	11,135	12,265	11,289	8,923	8,677	8,089	8,765	7,445	5,757	5,848
Rate	8.8	10.2	11.0	10.0	8.0	7.6	6.9	7.4	6.4	5.1	5.1
Allegany County											
Labor Force	32,794	32,991	33,445	32,897	32,404	32,856	33,380	33,511	32,791	32,241	32,440
Employment	29,008	28,999	28,988	29,065	29,305	29,764	30,459	30,191	29,864	29,936	29,899
Unemployment	3,786	3,992	4,457	3,832	3,099	3,092	2,921	3,320	2,927	2,305	2,541
Rate	11.5	12.1	13.3	11.6	9.6	9.4	8.8	9.9	8.9	7.1	7.8
Garrett County											
Labor Force	13,607	13,524	13,741	13,976	13,716	14,063	14,644	14,562	14,409	13,504	13,453
Employment	12,272	11,859	11,903	12,180	12,233	12,588	13,099	12,566	12,838	12,364	12,307
Unemployment	1,335	1,665	1,838	1,796	1,483	1,475	1,545	1,996	1,571	1,140	1,146
Rate	9.8	12.3	13.4	12.9	10.8	10.5	10.6	13.7	10.9	8.4	8.5
Washington County											
Labor Force	61,243	63,015	64,623	65,670	65,084	66,584	69,987	70,018	68,582	68,094	68,329
Employment	56,941	57,537	58,653	60,009	60,743	62,474	66,365	66,568	65,635	65,783	66,168
Unemployment	4,302	5,478	5,970	5,661	4,341	4,110	3,622	3,450	2,947	2,311	2,161
Rate	7.0	8.7	9.2	8.6	6.7	6.2	5.2	4.9	4.3	3.4	3.2

*Revised, May, 2001

Last Updated on 5/10/01

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01-10-02 *Republican*
**GC Unemployment
 Rate Up In Nov.;
 Down From 2000**

Despite increasing by nearly 1 percent over the previous month, November 2001 unemployment statistics for Garrett County still indicated a marked decline in the unemployment rate from November 2000. That finding is in direct contrast to this past November's unemployment rates for Maryland and the nation as a whole, both of which increased over the past year.

The county's unemployment rate was measured at 6.4 percent in November 2001, up from a 5.5 percent figure for October; however, the local unemployment rate for the same month the previous year was 8.2 percent. Reductions in construction and services employment were cited as causing unemployment to rise across western Maryland during November.

Maryland's unemployment figure dropped slightly from 4.3 percent in October to 4.2 percent in November, while at the same time the national rate rose from 5.0 percent to 5.3 percent. November 2000 unemployment rates for the state and nation were both tallied at 3.8 percent.

The holiday season got off to a slow start for the state as a whole, with retailers reflecting their concern over restrained consumer spending and curbing hiring. The weak employment situation, compounded by weather-related slowdowns

in seasonal injuries, caused employment levels to subside. Employment reductions, however, were moderated by labor force declines which helped to ease the unemployment rate down.

During November, Maryland hiring activity, while much slower than the norm, was centered primarily in the retail trade. Among retailers, job gains were reported at general merchandise stores, in miscellaneous retail establishments such as card, book, and jewelry stores, and in restaurants. Hiring in retail trade was complemented by upturns in select services and insurance industries, and by further recalls in education.

"Maryland's economy remains strong and continues to surpass that of the national economy," Governor Parris Glendening remarked. "Our prudent fiscal decisions have allowed the state to weather the economic slowdown now being felt by other states across the nation. We will continue to work hard to provide our citizens with the opportunity to obtain good, family-supporting jobs and to ensure Maryland families continue to enjoy a better quality of life."

Source: The Republican
 Garrett County weekly newspaper
 Oakland, Maryland

EMPLOYMENT AND WAGES BY COUNTY

TOTAL EMPLOYMENT

[Return to Total Employment Main Page](#)
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STATE BY COUNTY	SECOND QUARTER 2001						
	Number of Reporting Units	Monthly Employment			Quarterly Average Employment	Total Wages	Average Weekly Wage Per Worker
		First	Second	Third			
STATE OF MARYLAND	147,788	2,415,011	2,436,415	2,462,292	2,437,906	\$22,693,043,249	\$716

ALLEGANY	1,769	30,065	30,192	30,285	30,181	186,439,299	475
ANNE ARUNDEL	12,373	200,125	201,159	203,538	201,607	1,823,064,559	696
BALTIMORE CITY	14,453	380,722	382,500	384,513	382,578	3,739,975,753	752
BALTIMORE COUNTY	19,387	359,047	360,897	363,748	361,231	3,150,299,400	671
CALVERT	1,506	17,859	18,118	18,623	18,200	136,822,523	578
CAROLINE	634	8,433	8,519	8,672	8,541	51,405,422	463
CARROLL	3,991	48,367	48,586	49,448	48,800	336,350,862	530
CECIL	1,640	25,689	26,138	26,352	26,060	224,626,691	663
CHARLES	2,515	36,401	36,619	37,085	36,702	262,417,449	550
DORCHESTER	724	11,262	11,484	11,790	11,512	73,017,778	488
FREDERICK	4,927	79,571	80,372	81,238	80,394	643,547,535	616
GARRETT	879	10,235	10,497	10,821	10,518	58,374,238	427
HARFORD	4,654	70,228	71,068	71,788	71,028	547,671,464	593
HOWARD	7,207	132,291	133,176	134,670	133,379	1,295,393,349	747
KENT	704	8,036	8,202	8,228	8,155	48,074,318	453
MONTGOMERY	29,890	448,220	450,909	456,983	452,037	5,088,568,263	866
PRINCE GEORGE'S	14,402	303,880	306,562	306,632	305,691	2,930,843,560	738
QUEEN ANNE'S	1,200	11,162	11,474	11,718	11,451	68,839,668	462
SAINT MARY'S	1,757	34,042	34,203	35,109	34,451	324,375,427	724
SOMERSET	456	6,779	7,144	7,071	6,998	45,448,558	500
TALBOT	1,603	18,577	19,034	19,317	18,976	126,767,756	514
WASHINGTON	3,148	63,507	64,000	64,529	64,012	444,879,851	535
WICOMICO	2,486	42,001	42,076	42,512	42,196	290,967,105	530
WORCESTER	2,133	21,837	24,722	29,747	25,435	129,191,968	391
NONDISTRIBUTABLE	13,350	46,675	48,764	47,875	47,771	665,680,453	1,072

BALTIMORE MSA	63,265	1,201,942	1,208,860	1,219,423	1,210,075	10,961,595,055	697
MARYLAND PORTION OF DC MSA	53,240	885,931	892,580	900,561	893,024	9,062,199,330	781

Table 5

AFFORDABILITY AS A RATIO OF COUNTY MEDIAN HOUSEHOLD INCOME (1999) TO COMMUNITY COLLEGE ANNUAL FULL-TIME TUITION (FY 2001)

MARYLAND COMMUNITY COLLEGE	MEDIAN COUNTY HOUSEHOLD INCOME 1999 <small>US Census</small>	RANK	ANNUAL IN-COUNTY FULL-TIME TUITION FISCAL YEAR 2001 <small>2001 MACC Databook</small>	RANK	RATIO	RANK
Allegany College of Maryland	\$27,700	16	\$2,550	16	0.09206	16
Anne Arundel Community College	63,700	3	1,800	2	0.02826	1
Baltimore City Community College	31,700	14	1,800	2	0.05678	14
Community College of Baltimore County	51,700	9	1,800	2	0.03482	6
Carroll Community College	62,100	4	2,160	9	0.03478	5
Cecil Community College	48,400	10	1,800	2	0.03719	8
Caroline	37,200					
Dorchester	33,600					
Kent	43,200					
Queen Anne's	57,400					
Talbot	46,600					
Chesapeake College Service Area Average	43,600	11	1,950	7	0.04472	11
Charles	59,700					
St. Mary's	61,800					
Calvert	61,800					
College of Southern MD Service Area Average	61,100	6	2,190	11	0.03584	7
Frederick Community College	61,400	5	2,438	15	0.03971	9
Garrett Community College	30,800	15	2,220	12	0.07208	15
Hagerstown Community College	40,300	12	2,100	8	0.05211	12
Harford Community College	59,200	7	1,800	2	0.03041	2
Howard Community College	77,000	1	2,430	14	0.03156	4
Montgomery College	68,500	2	2,160	9	0.03153	3
Prince George's Community College	55,000	8	2,250	13	0.04091	10
Wicomico	36,400					
Worcester	30,500					
Somerset	31,800					
Wor-Wic Service Area Average	32,900	13	1,740	1	0.05289	13

1999 STATE OF MARYLAND MEDIAN HOUSEHOLD INCOME

\$53,300

FY 2001 SYSTEMWIDE TUITION AVERAGE

\$2,074

STATEWIDE RATIO

0.03891

Table 6

**AFFORDABILITY AS A RATIO OF COUNTY MEDIAN HOUSEHOLD INCOME
(1999) TO COMMUNITY COLLEGE ANNUAL FULL-TIME TUITION (FY 2001)**

MARYLAND COMMUNITY COLLEGE	MEDIAN COUNTY HOUSEHOLD INCOME 1999 <small>US Census</small>	RANK	ANNUAL IN-COUNTY FULL-TIME TUITION FISCAL YEAR 2001 <small>2001 MACC Databook</small>	RANK	RATIO	RANK
Allegany College of Maryland	\$27,700	16	\$2,550	16	0.09206	16
Anne Arundel Community College	63,700	3	1,800	2	0.02826	1
Baltimore City Community College	31,700	14	1,800	2	0.05678	14
Community College of Baltimore County	51,700	9	1,800	2	0.03482	6
Carroll Community College	62,100	4	2,160	9	0.03478	5
Cecil Community College	48,400	10	1,800	2	0.03719	8
Caroline	37,200					
Dorchester	33,600					
Kent	43,200					
Queen Anne's	57,400					
Talbot	46,600					
Chesapeake College Service Area Average	43,600	11	1,950	7	0.04472	11
Charles	59,700					
St. Mary's	61,800					
Calvert	61,800					
College of Southern MD Service Area Average	61,100	6	2,190	11	0.03584	7
Frederick Community College	61,400	5	2,438	15	0.03971	9
Garrett Community College	30,800	15	2,220	12	0.07208	15
Hagerstown Community College	40,300	12	2,100	8	0.05211	12
Harford Community College	59,200	7	1,800	2	0.03041	2
Howard Community College	77,000	1	2,430	14	0.03156	4
Montgomery College	68,500	2	2,160	9	0.03153	3
Prince George's Community College	55,000	8	2,250	13	0.04091	10
Wicomico	36,400					
Worcester	30,500					
Somerset	31,800					
Wor-Wic Service Area Average	32,900	13	1,740	1	0.05289	13

1999 STATE OF MARYLAND MEDIAN HOUSEHOLD INCOME

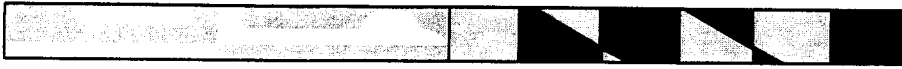
\$53,300

FY 2001 SYSTEMWIDE TUITION AVERAGE

\$2,074

STATEWIDE RATIO

0.03891



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Modifications to *Policies and Procedures for Private Career Schools*

COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Judy Hendrickson

SUMMARY: The modifications to *Policies and Procedures for Private Career Schools* (PCS), *COMAR 13B.01.01*, describe a new option to new schools pertaining to the required financial statement and guarantee, and the changes to the non-refundable application fee for initial approval to operate a PCS.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the revised *Policies and Procedures for Private Career Schools*.



MEMORANDUM

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee

STAFF: Judy Hendrickson

SUBJECT: Modifications to *Policies and Procedures for Private Career Schools*

Policies and Procedures for Private Career Schools were modified to reflect recent changes to the Code of Maryland Regulations 13B.01.01, governing private career schools.

- Pages 4 and 5 describe a new option now available to new school applicants. A new school applicant may choose to provide either: (1) the required financial statement and a financial guarantee sufficient to cover 50% of the school's tuition liability, or (2) a financial guarantee sufficient to cover 100% of the school's tuition liability.
- Page 9 describes changes to the non-refundable application fee for initial approval to operate a private career school. The fee remains \$300 for a school seeking approval for up to three programs. For schools seeking approval for more than three programs, an additional \$100 is charged for each program over three.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the revised *Policies and Procedures for Private Career Schools*.

POLICIES AND PROCEDURES
FOR
MARYLAND PRIVATE CAREER SCHOOLS

Maryland Higher Education Commission
16 Francis Street
Annapolis, Maryland 21401

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FOR MARYLAND PRIVATE CAREER SCHOOLS
APPENDICES TO THE POLICIES AND PROCEDURES MANUAL

1. Private Career School Irrevocable Letter of Credit Form
2. Private Career School Bond Form
3. Application for Initial Approval to Operate a Private Career School - Part I and II
4. Application for Approval of a Change of Ownership of a Private Career School
5. Procedures to Follow to be Granted Approval of a Separate Classroom or a Change of Location of a Private Career School
6. Application for Approval of a New Program Offered by a Private Career School
7. Application for Approval of a Modification to an Approved Program Offered by a Private Career School
8. Application for Approval of a Substantial Modification to an Approved Program Offered by a Private Career School
9. Catalog Checklist for a Private Career School
10. Enrollment Agreement Checklist for a Private Career School
11. Student Permanent Record Card/Transcript Checklist for a Private Career School
12. Student Permanent Record Card/Financial Account Card Checklist for a Private Career School
13. SAMPLE Guaranty Student Tuition Fund Claim Form

I. STATUTORY AUTHORITY OF THE COMMISSION REGARDING THE APPROVAL OF PRIVATE CAREER SCHOOLS

The Maryland Higher Education Commission (Commission) has the responsibility to approve institutions of postsecondary education including private career schools. **Education Article, Section 11-202, Annotated Code of Maryland** states:

An institution of postsecondary education may not commence or continue to operate, do business, or function without a certificate of approval from the Commission.

A. Definition of a Private Career School:

The Commission's approval authority extends to all private career schools that seek to operate in Maryland. A private career school is defined in **Education Article, Section 10-101(h) of the Annotated Code of Maryland** as follows:

Private career school -- "Private career school" means a privately owned and privately operated institution of postsecondary education, other than an institution of higher education, that furnishes or offers to furnish programs, whether or not requiring a payment of tuition or a fee, for the purpose of training, retraining, or upgrading individuals for gainful employment as skilled or semi-skilled workers or technicians in recognized occupations or in new and emerging occupations.

Therefore, a private career school is one that offers job training. The objective of the job training is to prepare an individual to gain initial employment, to retrain in order to re-enter the labor market, or to upgrade and advance to a different or higher level occupation. A private career school provides training that is of sufficient content and length to accomplish the objectives set out above.

As an institution of postsecondary education, a private career school offers an educational program in the State for individuals who are at least 16 years old and who have graduated from or left elementary or secondary school.

B. Exemptions:

As identified in the **Code of Maryland Regulations (COMAR) 13B.01.01.03B**, exempt from the Commission's approval and the regulations which govern private career schools are the following:

1. *Workshops, seminars, and demonstrations which are not part of a program.*

2. *Refresher or continuing education instruction sponsored by any professional group for the exclusive use and benefit of the members of that professional group.*
3. *Instruction conducted by persons, firms, corporations, or other organizations exclusively for their own employees. This exclusion does not apply to these agencies or organizations if they enroll individuals other than their own employees.*
4. *Apprenticeship and other training offered by unions for their membership.*
5. *A church or other religious institution offering a postsecondary instructional program designed for and aimed at persons who hold or seek to learn the particular religious faiths or beliefs of that church or religious organization, as provided in Education Article 11-202, Annotated Code of Maryland.*
6. *Individual instructors who go to various places to offer instruction to not more than one individual.*

In most instances, vocational training offered internally or for a restricted audience and not the general public is exempt from regulation by the Commission. This includes: funded group contract training; corporate training conducted exclusively for corporate employees; training conducted by unions or professional associations exclusively for their own membership; and one-on-one instruction and tutorials. The exemption for funded group contract training does not apply to training provided through an individual training account or voucher.

Also exempt from regulation by the Commission is training, such as single seminars and workshops, which do not prepare or upgrade an individual for employment and which does not purport to be job preparatory.

In addition, continuing education courses that are required to maintain an individual's professional license and to update the knowledge required for an individual's current occupation are exempt from Commission approval. However, training that is provided for the purpose of training, retraining, or upgrading individuals for gainful employment requires Commission approval.

II. FINANCIAL GUARANTEES

A. Statutory Authority:

Education Article, Section 11-203, Annotated Code of Maryland empowers the Maryland Higher Education Commission to require financial guarantees of institutions of higher education, including private career schools. **Education Article, Section 11-203 (a-c) of the Annotated Code** states:

(a) May be required. - The Commission may require any institution of postsecondary education that is required to obtain a certificate of approval to furnish a performance bond or other form of financial guarantee to the State conditioned that the institution will:

- (1) Perform faithfully all agreements or contracts it makes with its students; and*
- (2) Comply with this article.*

(b) Form and amount. - Any bond required under this section shall be in the form and amount the Secretary requires.

(c) Liability of surety; payment.

(1) The total liability of a surety on a bond under this section may not exceed the amount of the bond.

(2) If the total amount of claims filed against a bond exceeds the amount of the bond, the surety shall pay the amount of the bond to the Secretary for distribution to the claimants.

This requirement applies to private career schools seeking initial approval, change of ownership, or renewal of approval, as well as those operating with a certificate of approval.

B. Financial Guarantee for a New School:

The requirement of a financial guarantee for schools seeking initial approval to operate is referenced in the **Code of Maryland Regulations, Section 13B.01.01.04B(6)(b)**. It states:

The Secretary may require a school to forward a financial guarantee in the form of a renewable performance bond or an irrevocable letter of credit. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary, and it shall be made payable to the Secretary of

Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education.

Prior to approval, a proposed school will be required to obtain the A financial guarantee as specified by the Secretary. The school will maintain the guarantee in this form for a period of at least two years unless notified otherwise by the Secretary.

~~The Secretary may require a letter of credit or a bond in an amount sufficient to protect the tuition of students to be enrolled at the school. To determine the amount of the financial guarantee, if any, the Secretary will consider all factors deemed relevant including the projected tuition liability of the school, the financial backing of the school, the school's business plan, and the recommendations by the Commission's accounting firm.~~

A NEW SCHOOL APPLICANT MAY CHOOSE TO PROVIDE EITHER:¹

- FINANCIAL GUARANTEE IN AN AMOUNT SUFFICIENT TO COVER 100% OF THE TUITION LIABILITY OF THE SCHOOL IN ACCORDANCE WITH THE CODE OF MARYLAND REGULATIONS, SECTION 13B.01.01.04B(12);

OR

¹ SECTION 13B.01.01.04B(2) OF THE CODE OF MARYLAND STATES:

(2) IN ADDITION TO DOCUMENTS REQUIRED BY THE APPLICATION FORM, THE APPLICATION SHALL INCLUDE THE FOLLOWING ITEMS:

(a) A DETAILED AND ACCURATE DESCRIPTION OF THE SCHOOL'S PROPOSED PROGRAM OR PROGRAMS AND OPERATION OF THE SCHOOL;

(b) A FINANCIAL STATEMENT DESCRIBED IN B(11) OF THIS REGULATION OR A FINANCIAL GUARANTEE DESCRIBED IN B(12) OF THIS REGULATION;

SECTION 13B.01.01.04B (11) OF THE CODE OF MARYLAND STATES:

(11) A FINANCIAL STATEMENT UNDER B(2)(b) OF THIS REGULATION SHALL:

(A) BE REVIEWED BY A CERTIFIED PUBLIC ACCOUNTANT;

(B) DEMONSTRATE THAT THE APPLICANT HAS ADEQUATE RESOURCES AND ASSETS TO PROTECT THE INTEREST OF STUDENTS TO BE ENROLLED;

(C) CONTAIN COMPARATIVE FINANCIAL DATA FOR THE PREVIOUS 3 FISCAL YEARS, WHEN AVAILABLE; AND

(D) BE CERTIFIED AS TRUE AND CORRECT BY A RESPONSIBLE OFFICIAL ON BEHALF OF THE APPLICANT.

SECTION 13B.01.01.04B(12) OF THE CODE OF MARYLAND REGULATIONS STATES:

(12) A FINANCIAL GUARANTEE UNDER B(2)(B) OF THIS REGULATION SHALL BE IN THE FORM OF A BOND OR LETTER OF CREDIT THAT IS SUFFICIENT TO COVER THE FULL TUITION LIABILITY OF THE SCHOOL. THE BOND OR LETTER OF CREDIT SHALL BE IN THE AMOUNT AND UNDER THE TERMS AND CONDITIONS DETERMINED BY THE SECRETARY, AND MADE PAYABLE TO THE SECRETARY OF HIGHER EDUCATION.

- A FINANCIAL STATEMENT REQUIRED BY THE CODE OF MARYLAND REGULATIONS, SECTIONS 13B.01.01.04B(2)(b) AND 13B.01.01.04B(11); AND
- A FINANCIAL GUARANTEE IN AN AMOUNT SUFFICIENT TO COVER 50% OF THE TUITION LIABILITY OF THE SCHOOL, UNLESS THE SECRETARY DETERMINES THAT FINANCIAL CONDITIONS WARRANT A GREATER AMOUNT.

~~For a new school, the~~ THE projected tuition liability will be determined by the following two-step calculation:

Step one: Multiply the cost of tuition by the maximum approved student enrollment. This maximum enrollment will be based upon the applicant's projected enrollment for the school, not to exceed the capacity of the school's facilities, equipment, and staffing, and upon the school's bonding capability.

Step two: Multiply the total tuition derived from step one by 100%, 50%, OR A PERCENTAGE SPECIFIED BY THE SECRETARY. ~~in order to factor out tuition lost to a school due to normal student attrition and delinquent student accounts.~~ This figure represents the projected tuition liability.

Example: The projected tuition liability for a new school with a maximum student enrollment of 50 and tuition of \$2,000 will be calculated as follows:

$$(50 \text{ STUDENTS} \times \$2,000 \text{ TUITION}) \times 100\% = \$100,000$$

OR

$$(50 \text{ students} \times \$2,000 \text{ tuition}) \times 50\% = \$50,000$$

The school may not exceed the maximum student enrollment covered by the financial guarantee. However, the school may request approval from the Commission to increase the maximum student enrollment which may result in an increase in the financial guarantee.

At the conclusion of the two-year period, the school's financial condition and requirement for a financial guarantee will be determined based on the criteria for approved schools. This criteria is identified in the following Subsection C.

C. Financial Guarantee for an Approved School:

Section 13B.01.01.04C(6) of Code of Maryland Regulations states:

The Secretary may require a school to forward a financial guarantee in the form of a performance bond or an irrevocable letter of credit if, at the time of renewal of authority to operate or during the period of a school's operation, the Secretary determines the financial condition of the school warrants this action. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary, and made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education. Failure to obtain a required bond or letter of credit shall result in a denial of the school's renewal of approval to operate.

Thus, the Secretary may impose the requirement of a financial guarantee upon operating private career schools if financial conditions warrant.

The Secretary will evaluate on an annual basis the operation of the school and determine whether the institution complies with the minimum financial standards set forth in the Code of Maryland Regulations (COMAR). **Sections 13B.01.01.17A-D of COMAR** requires schools to operate in accordance with sound principles of financial management and maintain financial resources adequate for the satisfactory conduct of the school. Schools will be measured for the satisfactory conduct of the school. Schools will be measured against these general principles as well as the standards identified later in this Subsection.

Approved private career schools will submit to the Commission financial statements, audited or reviewed by a Certified Public Accountant. These statements and other financial information, including external accounting reports on individual schools and their parent corporations, will be evaluated against criteria identified below to determine whether financial conditions warrant the imposition of a financial guarantee. Both the school and, if applicable, its parent corporation will be required to meet the minimum standards including the following:

1. Operate at a profit. Income must exceed expenditures for the two most recent years.
2. Have a positive net worth and maintain at least a 1:1 ratio of current assets to current liabilities.
3. Satisfy the following requirements, if the institution is accredited and participates in Title IV Federal Financial Aid:
 - a) The institution must maintain its eligibility to participate in Title IV Federal Financial Aid Programs.

- b) The institution must meet the standards, including those pertaining to student loan default, required to maintain the school's current eligibility to participate in Title IV Federal Financial Aid Programs and to avoid suspension or withdrawal of eligibility for the Title IV Programs.

Failure to demonstrate adequate financial resources by meeting minimum standards, including those previously stated, may require the school to obtain a financial guarantee sufficient to protect the tuition of students enrolled in the school. The Secretary will notify the school of the amount, form, and time frame within which the guarantee must be obtained. Current forms which a school may use to obtain a letter of credit or bond appear as **Appendices 1 and 2** respectively.

The following principles underlie the policies outlined below:

- An approved school electing to discontinue its operation is strongly encouraged to teach-out (complete the training for which they contracted) all current students.
- If the school is unable or unwilling to teach-out all students, the financial guarantee will be used at the discretion of the student for:
 - A viable teach-out arrangement approved by the Commission or
 - A full tuition refund

Therefore, the amount of the financial guarantee for approved schools will be determined by the Secretary based upon relevant factors, including but not limited to: The cost of a Commission approved teach-out to complete the training of enrolled students. This amount will be determined from an analysis of the school's actual costs for faculty and administrative salaries, lease agreements, and other items essential to the education and training of students. Such factors as advertising, recruiting, travel, and other items not directly related to an actual teach-out will be excluded.

Under no circumstances will the amount of the guarantee exceed projected tuition liability as calculated by multiplying the cost of tuition by the actual total student enrollment by a factor of 30%.

Once imposed, the school will be required to obtain the financial guarantee as specified by the Secretary. The school will maintain it in this form unless notified otherwise by the Secretary. The school may not exceed the maximum student enrollment covered by the financial guarantee.

The Secretary will periodically review the school's financial conditions and student enrollment to determine whether changes to the financial guarantee are required. The school will be notified if changes are warranted.

The school may request approval to increase the maximum student enrollment, which may result in an increase in the financial guarantee.

D. Financial Guarantee for a Change of Ownership:

The requirement of a financial guarantee for schools seeking approval for a change of ownership is referenced in the **Code of Maryland Regulations, Section 13B.01.01.04D(5)**. It states:

The Secretary may require the prospective owner of a school to forward a financial guarantee in the form of a performance bond or an irrevocable letter of credit. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary and made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education.

Schools seeking approval for a change of ownership will be regarded as existing schools for the purpose of determining whether a financial guarantee is required and in what amount. If warranted, the acquisition of the guarantee will be required prior to Commission approval of the ownership change.

The policies and procedures outlined in the previous Subsection C, Financial Guarantee for Approved Schools, will apply in the case of a change of ownership with the following caveat: The financial statements of both the buyer and the seller be evaluated to determine the appropriate amount of the guarantee, if warranted.

E. Financial Guarantee for Additional Facilities of an Approved School:

The requirements of a financial guarantee for additional facilities operated under the same ownership and corporation and offering the same programs as an approved school in good standing in Maryland are the same as the policies and procedures outlined in the previous Subsection C, Financial Guarantee for an Approved School. Additionally, the Secretary will take into consideration the financial backing of the school, the school's business plan, and the recommendations by the Commission's accounting firm.

III. DELEGATION OF RESPONSIBILITY

The Maryland Higher Education Commission has delegated to the Secretary of Higher Education the responsibility and authority to act on its behalf on applications for the operation of private career schools in the State, including but not limited to initial approvals, renewals of approval, changes of ownership, approvals of additional locations and new programs, denials of approval, and withdrawals of approval.

IV. THE APPROVAL PROCESS

A. Initial Approval to Operate a Private Career School:

Section 13B.01.01.04B(1) of the Code of Maryland Regulations (COMAR) states:

Application for initial approval of a school shall be made to the Secretary on an application form provided by the Secretary, and accompanied by such additional information as may be required.

Appendix 3 is an Application for Initial Approval to Operate a Private Career School in Maryland. The application includes, but is not limited to the following items:

1. A description of the proposed school's program(s) and operation.
2. A financial statement reviewed by a certified public accountant.
3. A projection of anticipated revenue and expenditures for the school's first year of operation.
4. A NON-REFUNDABLE APPLICATION FEE IN THE AMOUNT OF:
 - a. \$300 FOR SCHOOLS SEEKING APPROVAL FOR UP TO THREE PROGRAMS; OR
 - b. \$300 PLUS \$100 FOR EACH PROGRAM OVER THREE, FOR SCHOOLS SEEKING APPROVAL FOR MORE THAN THREE PROGRAMS.
5. A plan for a school free of drug and alcohol abuse.

The application for approval to operate a private career school is in two parts (**Appendix 1**). The applicant may submit PARTS I AND II of the application separately or both parts at the same time. The application is designed in this manner so that less costly items such as those in Part I of the application could be reviewed before the applicant submits Part II which requires substantial expenditures for facilities, equipment, and the hiring of employees.

If the applicant decides to submit first Part I of the application for review, the applicant may take up to six (6) months from the date of submittal of Part I to submit Part II of the application. Incomplete submissions of either Part I or Part II of the application must be accompanied by the remaining required materials within six months after the initial submission is made.

Within thirty days of receipt of both parts of the application, the Secretary will inform the applicant whether the application is complete or not complete. If the application is not complete, it will be returned to the applicant. The applicant may resubmit a completed application.

All new school applications are carefully reviewed to assure that new schools will open and operate on a sound educational and financial basis. Commission staff reviews the application to determine if it complies with the Code of Maryland Regulations governing private career schools. In addition, the curriculum is submitted to a subject specialist for review and comment. Any deficiencies with the application will be identified and forwarded to the applicant.

The amount of time required for this multi-phase review process varies according to the complexity and quality of each application. Prior to approval, Commission staff conducts an on-site visit to the school facility to assure that the proposed school complies with the regulations and is ready to operate.

When the application meets the minimum standards of the Maryland Code of Regulations (COMAR), the application will be presented before an advisory council appointed by the Secretary to make recommendations regarding the approval of private career schools. Currently the Secretary's Advisory Council (SAC) is comprised of six voting representatives knowledgeable of national and statewide manpower needs and two members from the private career school industry.

The applicant will have the opportunity to appear before the council to answer questions and make comments regarding the application. Following the meeting, SAC's recommendation will be forwarded to the Secretary. The Secretary will submit to the applicant a decision regarding the approval of the proposed new private career school.

The Secretary may grant approval to operate in accordance with **COMAR, Section 13B.01.01.04B7(b)** which states:

If the Secretary is satisfied, based on all the information available to the Secretary, that the minimum requirements set forth in the regulations are met, the Secretary shall issue a certificate of approval to operate on the conditions and for a period of time not to exceed 5 years, as the Secretary may consider appropriate. The Secretary may grant interim approval for the school to operate, specifying the conditions and the duration of the interim approval.

If the Secretary believes that a private career school that applies for a certificate of approval does not meet the conditions or standards necessary for the issuance of the certificate, the Secretary must give the institution written notice of the specific deficiencies. Within twenty days of receipt of this notice, the applicant may request a hearing before the Commission to determine if the certificate of approval should be issued. The applicant may also request a hearing if neither a certificate of approval nor a notice of deficiencies has been issued within 6 months of submitting a complete application to the Commission.

The applicant's right of appeal appears in the **Education Article, Annotated Code, Sections 11-202 (f)** which states:

(2) Within 20 days of receipt of a notice of deficiencies, the institution may request a hearing before the Commission, and within 60 days of receipt of the request the Commission shall hold a hearing to determine if the certificate of approval should be issued.

(3) If, within 6 months from the date on which the application for certification was submitted to the Commission, the institution has received neither a certificate of approval under subsection (b) of this section nor written notice of deficiencies under this subsection, the institution may request within 20 days a hearing before the Commission to determine if the certificate of approval should be issued.

Any institution that is denied a certificate of approval by the Commission after a hearing granted under **Section 11-202 (f) of the Annotated Code** may seek judicial review in accordance with **Section 11-202 (g) of the Annotated Code**.

B. Approval of a Change of Ownership of a Private Career School:

Section 13B.01.01.04D(1-3) of the Code of Maryland Regulations (COMAR) states:

(1) The certificate of approval of a school may not be sold, transferred or pledged.

(2) The certificate of approval of a school is automatically revoked upon a change of ownership, by whatever means, of that school.

(3) If an approved school is being sold, pledged, or otherwise transferred, the school and its prospective transferees shall apply for approval for the school before the transfer is consummated. The application shall be made in accordance with regulations governing initial approval. If an approved school is sold, pledged, or otherwise transferred, without the approval of the Secretary, the initial approval shall be automatically revoked.

Appendix 4 is an Application for Approval of a Change of Ownership of a Private Career School. The application includes items required by the application for initial approval (**Appendix 3**) plus the following requirement:

Submission of a completed copy of the proposed sale and purchase agreement for the new school. This agreement must condition the consummation of the sale upon the receipt of the required approval from the Secretary of Higher Education.

The process to obtain approval of a change of ownership, includes the following steps:

1. Submission of a fully completed application for approval of a change of ownership.
2. Staff determination that the application meets the minimum standards of the Maryland Code of Regulations (COMAR).
3. Presentation of the application before the advisory council.
4. Recommendation of the advisory council concerning the approval of the application forwarded to the Secretary.
5. Notification of the Secretary's decision concerning the approval of the application.

If the school fails to satisfy the conditions for the granting of a certificate of approval, the school's authority to operate will expire and the school will be closed.

On an exceptional basis, the Secretary may grant interim approval for a change of ownership. If conditions warrant, interim approval may be issued at the discretion of the Secretary provided the applicant has submitted a completed application that has been reviewed and determined to meet the minimum standards of the Code of Maryland Regulations. **Sections 13B.01.01.04D(4) and 13B.01.01.04B(7)(d)** state:

For continued operation, the Secretary may grant interim approval for the school to operate and specify the conditions and the duration of the interim approval.

A certificate of approval for each school location shall be issued in the name of the applicant. Certificates of approval are valid for the period specified by the Secretary, unless surrendered by the school or revoked by action of the Secretary. In the event of the death of an individual certificate holder, the certificate may become void. However, the Secretary may grant interim approval for the school to operate, specifying the conditions and the duration of the interim approval.

C. Approval of New Locations - Additional Locations and Changes in Location:

In accordance with the Code of Maryland Regulations (COMAR), an approved private career school must seek and obtain approval prior to either expanding or changing its location. To quote **COMAR, Sections 13B.01.01.04B(8) and 13B.01.01.04E(1)** respectively:

The approval of a school is limited to the location and programs for which application has been made and approval granted. Applications shall be made to the Secretary for additional locations as well as changes in locations and programs as provided by these regulations.

Instruction may not begin at an additional location, additional separate classroom, or changed locations before the Secretary approves the location.

Described below is the approval process for each of the following: an additional location, a separate classroom, and a change of location.

1. **Approval of Additional Locations:** An "additional location" is defined in **Section 13B.01.01.02B(1) of COMAR** as follows:

"Additional location" means a separate facility of an approved school, not in close proximity to the approved school.

In Maryland, each school is approved as a separate entity. Therefore, an additional location is required to obtain approval as a new school. The application for initial approval to operate a private career school must be submitted and all requirements for a new school, including the financial requirement, must be met.

Appendix 3 is the application which is required for approval of an additional location. For information concerning the approval process, refer to the previous section entitled Initial Approval to Operate a Private Career School.

2. **Approval of Separate Classrooms:** A "Separate classroom" is defined in **Section 13B.01.01.02B(25) of COMAR** as follows:

"Separate classroom" means supplemental training space:

(a) Located near an approved school for the purpose of training students who cannot be accommodated in the existing approved facilities of the school or for the purpose of expanding a school's educational offerings; and

(b) *The location of which shall provide students convenient, safe, and easy access to the training and services provided at the existing approved facilities of the school.*

A separate classroom is an expansion of an approved school's training area. The additional space is strictly for classroom and laboratory training. Because of the close proximity of the separate classroom to the original school facility, all administrative and support services to students are provided at the originally approved school facility.

According to **Section 13B.01.01.04E(3) of COMAR:**

A school shall submit to the Secretary an application for approval of the use of a separate classroom on forms and in a format provided by the Secretary at least 30 days before the proposed use of the classroom or classrooms.

Appendix 5 is the approval procedure for either a separate classroom location or a change of location. The information which must be submitted to the Commission ensures that the facility both complies with the Code of Maryland Regulations and the local codes for fire, health, and zoning. Schools are to submit a local occupancy permit, and documentation of satisfactory inspections by the fire and health department. In Montgomery County, the school is also to provide a Private Educational Institution License.

3. Approval of a Change of Location: Section 13B.01.01.04E(4) of the Code of Maryland Regulations states:

A school shall submit to the Secretary an application for approval for a change of location of an approved school on forms and in a format provided by the Secretary at least 60 days before the proposed use of the new location.

Appendix 5 is the approval procedure for either a change of location or separate classroom location. The information which must be submitted to the Commission ensures that the facility both complies with the Code of Maryland Regulations and the local codes for fire, health, and zoning. Schools are to submit a local occupancy permit, and documentation of satisfactory inspections by the fire and health department. In Montgomery County, the school is also to provide a Private Educational Institution License.

D. Approval of a New Program:

The Maryland Higher Education Commission has the responsibility to review program proposals for all sectors of higher education in Maryland. The Maryland Higher Education Commission has delegated to the Secretary of Higher Education the responsibility and authority to act on its behalf on program proposals and modifications submitted by Maryland's private career schools.

Section 11-206 of the Education Article of the Annotated Code of Maryland contains the following provisions with respect to the program review process for private career schools:

1. A private career school may not implement a program without the prior approval of the Commission.
2. Complete program applications will be reviewed within a 60-DAY time frame. If the Commission fails to act on a completed proposal within the prescribed time frame, the program will be deemed approved without any further action of the Commission.
3. If the Commission disapproves a program proposal, the Commission is required to provide the applicant a written explanation of the reasons for the disapproval.
4. After revising a program proposal to address the Commission's reasons for disapproval, the applicant may submit the revised proposal to the Commission for approval, thereby triggering a new 60-DAY time frame for Commission action. Commission staff will expedite as much as possible the review of a resubmitted program proposal.

The offering of an unapproved program is a violation of **Section 11-107(b) of the Annotated Code of Maryland** which states:

The Secretary may require any private career school offering unapproved programs to refund all tuition and fees paid by students who enrolled in such programs, and may revoke the certificate of approval of any private career school that fails to make a required refund within the time frame specified by the Secretary.

Appendix 6 is the form to be used when submitting a new program proposal.

As a result of statutory changes in 1999, interim approval for new programs will no longer be provided to private career schools. The 90-day interim approval option that previously was available to schools will not be permitted under the newly enacted 60-day program approval time frame nor will it be necessary as a result of the shortened approval process.

E. Approval of Program Modification(s):

The Commission also has statutory authority regarding modifications made to existing programs. The initial program approval process includes a comprehensive review of the program proposal, from entrance requirements to completion criteria. Modifications to an approved program alter that which has been deemed to be an educationally sound vocational offering. Therefore, modifications to approved programs also require review and approval.

Section 13B.01.01.05A(2) (a) of the Code of Maryland Regulations requires that the institution notify the Secretary at least 60 days before implementation of any modification(s) to an approved program.

Appendix 7 is the form to be used to propose modifications(s) to an existing program. The Application for Approval of a Modification to an Approved Program Offered by a Private Career School (**Appendix 7**) provides a format for the institution to describe the proposed changes.

The Secretary will inform the institution if the changes are substantial and hence whether the completion of an Application for Approval of a Substantial Modification to an Approved Program Offered by a Private Career School would be required. If the changes are not substantial, the Secretary will direct Commission staff to document the institution's file so that the record reflects the current description of the program which incorporates the modifications. If the modifications are determined to be substantial, an Application for Approval of a Substantial Modification to an Approved Program Offered by Private Career School would need to be submitted (**Appendix 8**).

A substantial modification is defined in **Section 13B.01.01.05A(2)(b) of the Code of Maryland Regulations**.

Substantial modifications may include, but are not limited to:

- i. an increase or decrease in the number of hours required in the program;*
- ii. a redistribution of the hours of a program;*
- iii. a change in program objectives;*
- iv. changes in the requirements for admission and/or satisfactory completion;*
- v. changes in the sequence of instructional hours;*
- vi. changes in program title; and*
- vii. changes in the credential awarded upon completion of the program.*

F. Institutional Credit Hour/Clock Hour Approval:

As indicated in the Code of Maryland Regulations, private career schools may seek approval to measure their programs in either clock hours or credit hours. **Section 13B.01.01.09A** states:

- (1) A school may measure instructional times of programs and courses in either clock hours or credit hours with the approval of the Secretary of Higher Education.*

To facilitate the transfer of credits between institutions of higher education, private career schools may be approved as credit hour institutions. Private career schools may define their programs in terms of credit hours and thereby adopt a common classification system which is understood and recognized by institutions of higher education. This facilitates the evaluation of courses by other educational institutions and therefore encourages articulation.

To be eligible to obtain approval as a credit hour institution, a private career school must meet the criteria listed below. The Secretary will consider all relevant factors, including those stated below, to determine whether a private career school may be approved as a credit hour institution which may define its programs in credit hours.

- a Programs at the private career school are transferable to degree granting institutions as evidenced by:
 - 1 Graduates being awarded credit at degree granting institutions for programs completed at the private career school.
 - 2 An executed articulation agreement between the private career school seeking credit hour approval and a degree granting institution.
- b The program is otherwise designed and configured for easy transferability to institutions of higher education. This includes but is not limited to the following:
 - 1 Programs are comprised of courses which have explicit objectives and for which individual student grades are assigned.
 - 2 Programs are scheduled utilizing units of measurement common to degree granting institutions; i.e., quarters, semesters, terms.
 - 3 Programs are designed to enable whole credits to be awarded to component courses. When the required formula for converting

clock hours to credit hours is applied, courses are awarded whole credits and not fractions of a credit.

This credit hour approval policy is designed to balance the interest of students, prospective students, the general public, and private career schools. It is also intended to promote articulation and facilitate the transfer of credits between institutions of higher education. This policy applies to all schools seeking approval by the Commission.

V. DOCUMENTS AND RECORDS REQUIRED OF PRIVATE CAREER SCHOOLS

The following documents are required of private career schools that operate in Maryland:

- School Catalog
- Enrollment Agreement
- Permanent Student Records (to include: student's transcript and financial account)
- Annual Report

A. School Catalog:

Section 13B.01.01.15A of the Code of Maryland Regulations states:

Each school shall have a catalog that shall be given to all students at the time of enrollment. The catalog shall describe comprehensively the school's facilities, educational offerings, activities, policies, and other information prescribed by the Secretary. The catalog shall state the estimated length of each of the school's programs and courses in clock hours, weeks and months.

Each edition of the school catalog must meet the minimum standards identified on the catalog checklist. (See Appendix 9.)

B. Enrollment Agreement:

Sections 13B.01.01.12C-E of the Code of Maryland Regulations states:

- C. *Forms for enrollment contracts, bona fide loans, and payment plans for student charges shall be sent to the Secretary for approval at least 60 days before their use. The Secretary shall make every effort to expedite approval in a minimum time period. Each student shall receive a completed copy of the enrollment contract signed by the student, the student's legal guardian if the student is under 18 years old, and an official of the school. The student shall also receive any other documents pertaining to the student's commitment to enroll.*
- D. *An enrollment contract shall specify all terms and conditions relating to the entire length and total cost of the program as well as other information the Secretary may require.*
- E. *A student's total program shall be established and fixed in the enrollment contract at the time of initial enrollment. Enrollment*

contracts may be extended or modified only with the written consent of both the student and the school.

In addition, **Sections 13B.01.01.12G and H of the Code of Maryland Regulation** relate to any fees charged by the school and disclosed in the enrollment agreement:

The registration, application, or enrollment fee charged may not exceed cumulatively 10 percent of the total contract price of a course or program, or \$150, whichever is less. Other mandatory fees charged shall be requested by a school and approved by the Secretary before implementation. Within 30 days of the school's submission of all required information, the Secretary shall take an approval action regarding the school's request for other mandatory fees.

A school may not charge a withdrawal fee.

The enrollment contract must meet the minimum standards identified on the enrollment agreement checklist. (See **Appendix 10**.) The enrollment history of the student becomes a part of the student's permanent record and must be available for Commission review.

C. Permanent Student Records:

Section 13B.01.01.11A of the Code of Maryland Regulations states:

The school shall maintain adequate permanent student records which include evidence of compliance with the school's admissions requirements; credit granted for previous experience or training; dates of admission, start dates, and withdrawal or completion dates; reasons for withdrawals when known; daily attendance; student transcripts indicating achievements; and tuition and financial aid records, when applicable.

In addition, **Section 13B.01.01.11E of the Code of Maryland Regulations** states:

A school shall maintain an accurate, complete, and current record of a student's financial account in a form and manner approved by the Secretary.

At a minimum, a student's permanent records consist of the following documents that must be maintained in a form and manner approved by the Secretary:

1. Transcript that records a student's academic achievement and daily attendance; and
2. Record of the student's financial account.

Checklists that identify the minimum items to be included on the transcript and financial account card appear as **Appendices 11 and 12**.

Student records must be maintained and retained in accordance with Maryland regulations. **Sections 13B.01.01.11B-D of COMAR** state:

A school shall maintain all records of a student for at least 5 years after a student either terminates training or graduates. After that, a school is only required to maintain the student records identified in A of this regulation in a form and manner approved by the Secretary.

A school shall document in each student's individual file all changes to a student's status at the time the changes occur. Changes to a student's status include, but are not limited to, initial enrollment, award of previous credit, changes in schedule, changes in enrollment, leave of absence, probation, counseling, withdrawal, termination, graduation, or completion but ineligible for graduation.

A school shall maintain accurate and complete records of a student's academic achievement and daily attendance. On a regular basis, which is at least every grading period, the school shall record this information on an approved permanent record form which is maintained in the student's individual file.

Hard copy permanent records for each student must be updated no later than at the conclusion of each grading period. The permanent records or transcripts of students who leave school for any reason (withdrawal, termination, completion) must be updated and completed at the time of separation.

Further, the permanent student record must document a student who is on an approved leave of absence. The leave of absence policy must be stated in the school's catalog and must comply with all federal and state guidelines. *[See catalog checklist, Appendix 9.]*

If the student does not return from the approved leave of absence or exceeds the time allowance for the leave of absence, the student's permanent record must document the action taken to terminate the student.

The school is responsible for maintaining a hard copy of a permanent student record card or transcript for each current and former student. In addition, the school is to maintain tuition and financial records for each student. These records are to include a student account card or ledger sheet which reports the training costs charged, the dates and amounts of payments, and the balance. The student's financial records must also clearly state any tuition refund due, the calculation of such refund, and proof that the refund was made.

Sections 13B.01.01.11I(1-3) of COMAR state:

I. Discontinuation of Operation by a School.

(1) Before any school operating in this State discontinues operation, its chief administrative officer shall file with the Secretary the original or legible copies of all essential records of the academic achievements of all former students of the school and records of the financial obligations incurred for educational purposes of current students at the time of closure.

(2) The records filed with the Secretary in E of this regulation shall include:

(a) The academic record of each former student, including credit granted for previous experience or training;

(b) Dates of admission, start dates, and withdrawal or completion dates;

(c) Reasons for withdrawals when known;

(d) Daily attendance; and

(e) Student transcripts indicating achievements.

(3) All students' tuition payment records for the 3 years before the school's closing shall be forwarded to the Secretary. The Secretary may waive this requirement if it is determined that the records are being adequately maintained by another State agency.

When a private career school closes, the Commission by law becomes custodian of the student records. Former students of closed schools who wish to further their education or pursue job opportunities are able to obtain the necessary transcripts by contacting the Commission.

Tuition payment records for the students of closed schools must be provided to the Commission for use in determining possible refunds due as well as evaluating potential claims against the Guaranty Student Tuition Fund.

D. Annual Report:

Section 13B.01.01.06A of the Code of Maryland Regulations states:

Annual School Report: An approved school is required to submit an annual report each year on forms and on a schedule provided by the Secretary. This report covers the fiscal and managerial aspects of the school's operation and other information as required by the Secretary.

The Annual Report packet will be provided to schools with specific instructions for the submission of the required materials. It is the school's responsibility to adhere to the deadlines for the submission of the data. Failure to provide the data or to comply with the given time frames are violations of the regulations and could jeopardize the school's authority to operate.

VI. PROGRAM QUALITY INDICATORS

A. Minimum Program Performance Standards (Minimum Standards of Completion/ Graduation, Placement and Passage on any Applicable Licensing Examination):

As defined in both statute and regulation, the purpose of private career schools is to provide training for gainful employment. In keeping with this definition, **Section 13B.01.01.09K of the Code of Maryland Regulations (COMAR)** states:

A school shall demonstrate that each of its approved programs provides quality training that leads to the training-related employment of program graduates. The Secretary shall identify indicators, including minimum program performance standards, to be used by a school to demonstrate that each of its programs is in compliance with this regulation.

Another basic expectation of the regulations governing private career schools is that a school will admit to training only students who can expect to successfully complete their training. **Section 13B.01.01.08A of COMAR** states, in part:

Schools shall have admission requirements for each program so that each student admitted to a program may expect to be able to complete the program successfully.

The following principles underlie the policies outlined below: All private career schools are expected to strive for the highest possible program completion and job placement rates for all of their approved programs. In accordance with this principle, there must be for each approved program minimum performance standards including minimum rates of successful completion/graduation, placement in training-related employment, and passage on any applicable licensing examination.

Therefore, the minimum performance standards for program completion, job placement, and passage on any applicable licensing examination are as follows:

1. **Minimum Standards for Program Completion/Graduation**
 - **A program of less than 600 hours shall have a successful completion or graduation rate of at least 50 percent.**
 - **A program of at least 600 hours shall have a successful completion or graduation rate of at least 33 percent.**

2. Minimum Standards for Placement or Passage on any Licensure Examination

- **A program that prepares students for licensed occupations shall have a passage rate for program graduates taking the applicable State or federal licensing examination of at least 33 percent.**
- **A program that prepares students for non-licensed occupations shall have at least a 33 percent rate of placement in training-related employment.**

B. Evaluation Process:

On an annual basis, required program performance data submitted by each school as part of its annual report to the Secretary will be evaluated for compliance with the standards identified above. If any program is determined to be below the minimum standards for completion/graduation, placement and/or passage rate on the applicable licensing examination, the school will be required to develop and implement a plan of corrective action approved by the Secretary. The corrective action plan will be considered to be successful if the program meets the minimum performance criteria when it is reevaluated with the submittal of the following year's annual report.

If the corrective actions of a school fail to bring the program's rate of completion/graduation, placement, and/or passage on the licensing examination into compliance with minimum standards as reflected in the school's next annual report, a notice of deficiency will be issued to the school. As in the case of all notices of deficiencies, the school will be afforded the opportunity either to take corrective action as prescribed by the Secretary, or to dispute the Secretary's findings through a formal hearing process.

VII. GUARANTY STUDENT TUITION FUND

A. Statutory Authority:

The Guaranty Student Tuition Fund is established by **Section 11-203 (d) of the Education Article of the Annotated Code of Maryland**. The law states:

Guaranty fund for private career schools -- (1) By rule and regulation, the Commission may create and provide for the operation of a guaranty fund for private career schools.

(2)(i) The Fund shall be used:

- 1. To reimburse any student at a private career school who is entitled to a refund of tuition and fees because the institution has failed to perform faithfully any agreement or contract with the student or failed to comply with any provision of this article; or*
- 2. For any other function directly related to the original purpose of the fund deemed appropriate by the Secretary.*

(3)(i) Each private career school that is required to obtain a certificate of approval shall pay an annual fee into the fund.

(ii) The Commission shall determine the amount of the fee based on the probable amount of money needed for the fund for each fiscal year. If the moneys in the guaranty fund are insufficient to satisfy duly authorized claims, the participating institutions may be reassessed and shall pay the additional amounts required.

(iii) The Commission may not issue a certificate of approval to, and shall revoke any certificate of approval previously issued to, an institution that fails to pay any annual fee or reassessment.

B. Policies and Procedures Regarding the Guaranty Student Tuition Fund:

The regulations which implement the law and establish the structure for the Fund appear in **Section 13B.01.01.18 of the Code of Maryland Regulations (COMAR)**. As stated in **Section 13B.01.01.18C of the COMAR**:

The purpose of the Fund is to:

(1) Reimburse a student who is entitled to a refund of tuition and fees because the institution has failed to:

- (a) Perform faithfully an agreement or contract with the student, or*

(b) Comply with any provision of Education Article, Title 11, Annotated Code of Maryland, or COMAR Title 13B; or

(2) Perform any other function directly related to the original purpose of the Fund considered appropriate by the Secretary.

Eligible students may submit a claim against the Fund using the Guaranty Student Tuition Fund Claim Form. A SAMPLE ~~which~~ appears as **APPENDIX 13**.

In evaluating claims, the Commission staff will review both the documentation provided by the student as part of the claim form and the documents provided by the school to ascertain the accuracy of the claims.

SECTION 13B.01.01.18H of COMAR outlines the areas of consideration in the payment of the claim. This Section states:

Claims against the Fund may be paid in whole or in part, taking into consideration the:

- (1) Amount available and likely to become available to the Fund for payments of claims;*
- (2) Size and number of claims likely to be presented in the future;*
- (3) Size and number of claims caused by the cessation of operation of an institution;*
- (4) Amounts of reimbursement of claims in the past;*
- (5) Availability to the claimant of a transfer program.*

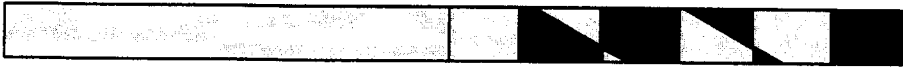
The Fund resources will be allocated to claims related to the costs of tuition and related fees only. The registration, application and enrollment fees and the charges for books and materials are not subject to reimbursement from the Fund resources. If the student's financial aid package included funds for such items as living expenses and transportation, the student remains solely liable for that portion of his/her debt.

The Fund resources will be used to reimburse the moneys paid directly by the student for tuition and related fees. If the student's financial aid package included loans (Stafford, SLS, Perkins Loans), **Section 13B.01.01.18K(5) of COMAR** states that payment will be made to the lender. This Section states:

In the case of a student who was a recipient of a loan to attend a school which closes, payment from the Fund shall first be made to the lender of financial aid funds to that student, to repay the student's indebtedness to the lender for that portion of the indebtedness that pertains to tuition and fees.

The information concerning the claim process should be provided to students as part of the package prepared by the Commission staff when a school closes.

Originally adopted September 17, 1991
Revised October 17, 1991 and September 21, 1999.



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Assessment of Teacher Education Programs

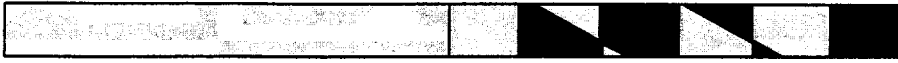
COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: The Maryland Higher Education Commission and the Maryland State Department of Education engaged Dr. George Funaro as an outside consultant, to review the status of the State's Teacher Education Redesign program and its implementation. The review focused on the academic foundation and clinical internship requirements that teacher candidates must complete for initial certification. Dr. Funaro had two major responsibilities: (1) a review of all written materials submitted by institutions with State-approved teacher preparation programs and, when necessary, (2) an on-site visit to the campus to discuss these materials and the implementation of Redesign.

Dr. Funaro provided the Education Policy Committee with a preliminary overview of his findings. The final report will be presented to the Commission at today's (April 23rd) meeting.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission forward the final report to the K-16 Leadership Council and to the presidents and deans of education for information. It is further recommended that the Maryland Higher Education Commission appoint a strategic planning work group to develop implementation strategies appropriate to the observations and recommendations contained in the final report.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Assessment of Teacher Education Programs

The Maryland State Plan for Postsecondary Education and the Maryland State Department of Education Strategic Plan identify the Redesign of Teacher Education as a major priority. To address this priority, the Maryland Higher Education Commission and the Maryland State Department of Education engaged Dr. George Funaro as an outside consultant, to review the status of the State's Teacher Education Redesign program and its implementation. The review focused on the academic foundation and clinical internship requirements that teacher candidates must complete for initial certification. Dr. Funaro had two major responsibilities: (1) a review of all written materials submitted by institutions with State-approved teacher preparation programs and, when necessary, (2) an on-site visit to the campus to discuss these materials and the implementation of Redesign.

Dr. Funaro provided the Education Policy Committee with an overview of his findings, including recommendations to strengthen teacher education programs in Maryland consistent with the "Redesign." Since the final report was not available at the time, the Committee did not take an official position on this matter. The final report will be presented to the Commission at today's (April 23rd) meeting.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission forward the final report to the K-16 Leadership Council and to the presidents and deans of education for information. It is further recommended that the Maryland Higher Education Commission appoint a strategic planning work group to develop implementation strategies appropriate to the observations and recommendations contained in the final report.



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

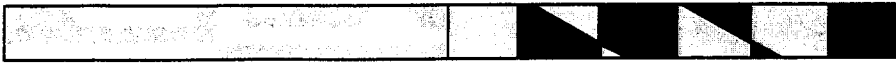
SUBJECT: Coppin State College Mission Statement

COMMITTEE: None

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: The revised mission statement for Coppin State College is being presented before the Commission for approval. It is also being recommended for adoption by the University System of Maryland Board of Regents at its April 12, 2002 meeting. The revised mission statement is consistent with the 2000 Maryland State Plan for Postsecondary Education and Coppin State College's Strategic Plan.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the revised mission statement for Coppin State College.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson, J.D.

STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Coppin State College Mission Statement

Pursuant to the Office for Civil Rights Partnership Agreement, the University System of Maryland Board of Regents, in collaboration with the Maryland Higher Education Commission, conducted a comprehensive study of the revitalization of Coppin State College, including the enhancement of its mission statement. The revised mission statement is being presented before the Commission for approval and is consistent with the 2000 Maryland State Plan for Postsecondary Education and Coppin State College's Strategic Plan.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the revised mission statement for Coppin State College.

Coppin State College MISSION STATEMENT

INSTITUTIONAL IDENTITY

A comprehensive, urban, liberal arts institution with a commitment to excellence in teaching, research, and continuing service to its community, Coppin State College provides educational access and diverse opportunities for all students, and places an emphasis on students whose promise may have been hindered by a lack of social, personal, or financial opportunity. High-quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment, and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State College applies its resources to meet societal needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

As a city normal school, Coppin State College had the highly focused mission of preparing teachers for public schools in a growing urban center. Founded in 1900 as a one-year training program, Coppin State College became a normal school in 1926 and a teachers college in 1930, grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. The College's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. As an institution of higher learning and as a major public service provider, Coppin State College has produced exemplary role models and professional leadership. The College has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future.

Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, and dedicated to teaching, Coppin State College fulfills a particularly important mission for the State of Maryland. The College advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The faculty work in the Divisions of Arts and Sciences, Education, Honors, Nursing, Graduate Studies, and Continuing Education. Active participation in the community by faculty and students provides practical evidence of a public service emphasis.

A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, the College is committed to affording students who are traditionally underrepresented in higher education access to high-quality career-oriented academic programs, as evidenced by its continued commitment to maintaining accreditations by the National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools.

INSTITUTIONAL CAPABILITIES

The College makes a marriage between its academic programs and community service activities. An institutional pioneer in urban education, Coppin State College is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. Actively engaged in pre-service and in-service teacher education programs, the College, responding to the Board of Regents directive, plans even more involvement in the area of teacher preparation by establishing a national Center for Urban Education Renewal. The K-16 Center in conjunction with the Baltimore City Public School System promises to be a national model. The potential success of the Center will propel the College toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The College chose this particular academic focus because of its longstanding mission of service in urban education. The system-wide Center for Excellence in Urban Education and the Maryland Center for Thinking Studies further the College's commitment in this area. Similarly, the College aspires to enhance its nursing program. Over the next ten years, the College will expand the Nurse Managed Health Center and provide added health services to the Community. The Management Science Department has a program to support small business owners, a project to assist individuals with credit/debt related problems (Consumer Education Center), and a tax preparation program for those in the community that cannot afford to pay for the services.

By strengthening existing programs in the liberal arts and sciences, humanities, education and nursing, and adding new programs in science and technology, the College will be poised to address the critical shortages of teachers, nurses, and science and technology professionals across the State. The College is committed to enrolling a more diverse student body, and in compliance with State goals, to increasing the number of other-race students.

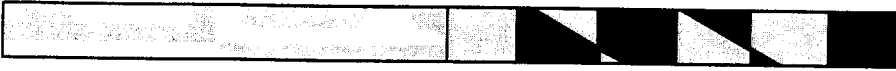
Building upon its legacy of affording access to higher education for students traditionally underrepresented in higher education, the College plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the College will expand the recruitment of students for its honors program. The College will strengthen and expand its information technology infrastructure by integrating technology into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings will secure a campus environment that fosters excellence in teaching, service, and research, and increased student enrollment and success. By refocusing and retooling fundraising capabilities, the College will increase private support for student scholarships and the retention of renowned faculty.

In order for the College to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative agreements exist with other public and private institutions. Working with varied governmental agencies, business, and industry, the College continues to take the leading role in the economic revitalization of its surrounding community.

INSTITUTIONAL GOALS AND OBJECTIVES

In accordance with the *2000 Maryland State Plan for Postsecondary Education, The USM in 2010: Responding to the Challenges that Lie Ahead, and the Coppin State College in the 21st Century: An Emerging Presence*, the College will:

1. Restructure and strengthen academic program: Enhance current academic program offerings and add new offerings at the undergraduate and graduate level that complement the uniqueness of the institutional mission and prepare graduates for service to the State's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency.
 - Maintain close ties with the metropolitan Baltimore area through service learning experiences in education, human services, and nursing.
2. Enhance student success.
 - Increase enrollment from 4000 to 5000 students within ten years, ensuring that the growth is related to increased retention efforts, academic, and facility plans.
 - Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.
 - Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience.
 - Increase activities that foster holistic student development supporting the core values and standards established by the College to promote retention.
3. Leverage the usage of information technology: Leverage information technology to improve the quality of the College's education programs, enhance instructional effectiveness, enable learning communities as well as collaborative learning pedagogies, increase productivity, provide better services to students, anytime any where, and provide accessible, accurate, and timely information to faculty and staff.
4. Construct and renovate facilities and infrastructure to provide a state of the art learning environment that attracts and retains academically competitive students and faculty.
5. Strengthen the College's financial base by diversifying funding sources.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Collaborative Doctoral Programs (Business & Education)

COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: At the March 13, 2002 Education Policy Committee meeting, campus representatives provided an overview on two collaborative doctoral programs approved by the Maryland Higher Education Commission in April 2001. The first discussion described the status of the collaborative doctorate in education offered jointly by Bowie State University (Bowie), University of Maryland, College Park (UMCP), Morgan State University (Morgan), and the University of Maryland Eastern Shore (UMES), which is the newest partner in the collaborative. The second discussion described the status of the cooperative doctoral program in business with the University of Baltimore (UB) and Morgan.

RECOMMENDATION: This item is for information only.



MEMORANDUM

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee

STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Collaborative Doctoral Programs (Business & Education)

Campus representatives provided an overview on two collaborative doctoral programs approved by the Maryland Higher Education Commission in April 2001. The first discussion described the status of the collaborative doctorate in education offered jointly by Bowie State University (Bowie), University of Maryland, College Park (UMCP), Morgan State University (Morgan), and the University of Maryland Eastern Shore (UMES), which is the newest partner in the collaborative. The second discussion described the status of the cooperative doctoral program in business with the University of Baltimore (UB) and Morgan.

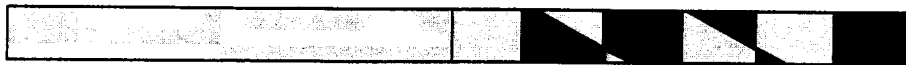
Collaborative Doctorate in Education

On April 24, 2001, the Commission approved a strategic plan for Bowie, UMCP, and Morgan to respond specifically to underserved regions in the State. The purpose of this collaborative doctorate is to develop the advanced knowledge and leadership skills necessary for meeting the challenges of reforming, redesigning, and restructuring education across the educational continuum, focusing on an approach that utilizes school-based inquiry and field-based perspectives. The Maryland Education Leadership Collaborative (MELC) was formed to administer this collaborative doctorate in education. The deans of education from the participating institutions discussed the challenges and opportunities for offering this program in western Maryland, northern Baltimore, and the Eastern Shore.

Cooperative Program in Business

Consistent with the terms of the agreement approved by the Commission, Morgan offers the doctorate of philosophy (Ph.D.) in Business Administration while UB offers the Master's in Business Administration (MBA). The purpose of this cooperative agreement is to expand the educational opportunities for graduate and professional students at these institutions and the Baltimore region. Among other things, this agreement between Morgan and UB encourages collaboration in the areas of faculty exchange and curriculum development, as well as applying jointly for external funding. The Deans of Business from Morgan and the Associate Provost from UB discussed the status of the cooperative program in business.

RECOMMENDATION: This item is for information only.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Overview of Maryland Private Career Schools

COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Judy Hendrickson

SUMMARY: This is an overview of private career schools by definition, purpose, FY 2001 data, data summary and continuous quality improvement.

RECOMMENDATION: This item is for information only.

MARYLAND PRIVATE CAREER SCHOOLS

MARCH 13, 2002

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MARYLAND PRIVATE CAREER SCHOOLS

DEFINITION

A “*private career school*” is defined in Education Article, Title 10 of the Annotated Code of Maryland as:

“A privately owned and operated institution of postsecondary education, other than an institution of higher education, that furnishes or offers to furnish programs, whether requiring a payment of tuition or a fee, for the purpose of training, retraining, or upgrading individuals for gainful employment as skilled or semiskilled workers or technicians in recognized occupations or in new and emerging occupations.”

PURPOSE

The distinct role of private career schools is described in Section 13B.01.01C of the Code of Maryland Regulations as follows:

“The State recognizes the special nature of the private career school sector of postsecondary education which provides a diversity of programs in occupational and technical fields. The diversity of programs is both desirable and essential in serving the wide range of occupational interests of public constituencies. The presence of these institutions promotes a competitive spirit which can enhance the quality of education. The sector broadens access by providing an element of choice, making available to students a range of educational opportunities within the scope of the student’s talents and aspirations.”

OVERVIEW OF PRIVATE CAREER SCHOOLS -- FY 2001 DATA

Private career schools reported the following data in their 2001 Annual Reports to the Maryland Higher Education Commission:

Number of Private Career Schools	118
Total Enrollment	23,344
Total Gross Tuition Revenue	\$44,146,243
Federal Financial Aid (Title IV) Revenue	\$22,867,900 (52% of total gross tuition revenue)
Performance of Private Career Schools:	
• Completion Rate	70%
• Placement Rate (excluding real estate)	59%

PROFILE OF PRIVATE CAREER SCHOOL SEGMENT – DATA SUMMARY

The distinct role of the private career school sector in postsecondary education is illustrated by the data reported in Figures 1-12 of Appendix 1 and highlighted below. Included are data for FY 2001 and trend data for a 5-year period from FY 1997 through FY 2001.

- In FY 2001, 118 approved private career schools operated in Maryland. The number of schools fluctuates from year to year depending upon the number of school openings and closures. (Appendix 1, Figures 1-2)
- Private career schools provide relatively short, concentrated career programs that generally involve extensive hands-on training. The training is designed to provide the skills necessary for employment.
- Over 200 programs are offered in a diverse array of career fields to include:

Type of Programs	
Allied Health	Massage
Auto & Diesel Mechanics	Montessori Teacher Training
Barber	Real Estate
Cosmetology, Esthetics, & Make-up	Recording
Computer & Electronics	Tax Preparation
Dog Grooming	Travel
Drafting	Truck Driving
Heating, Air Conditioning, & Refrigeration	
Other: (Aviation, Acupuncture, Bartending, Broadcasting, Cooking, Fine Arts, Hazardous Materials, Polygraph, Welding) ¹	

- More than 20,000 students enroll annually in private career schools. Enrollments increased by 6% (1,280 students) from FY 1997 to FY 2001. (Appendix 1, Figure 3)

¹ Other includes: types of training offered by a single private career school.

- Changes in student enrollments reflect shifts in occupational demand. Enrollments in allied health schools continue to rise. By contrast, enrollments in travel programs have declined by 82% from FY 1997 to FY 2001 as a result of a shrinking demand for travel agents and the closure of 4 of the 6 travel schools. (Appendix 1, Figure 4)
- Private career schools are responding to changing demands for trained Information Technology (IT) workers. From FY 1997 to FY 2001, the number of approved computer/electronics schools increased by 177% (from 9 to 25 schools). In addition, there are 13 new school applications from those seeking approval to offer computer programs.
- Over 100 new computer programs were approved to be offered by private career schools during the 3-year period of FY 1999 through FY 2001. Most of these programs prepare graduates for industry certifications (e.g. A+, Network +, Microsoft Certified Systems Engineer). To ensure that programs meet the training needs of employers, the Technology Council of Maryland established a Private Career School Curriculum Assessment Committee with representatives from 8 prominent high tech companies who review the curriculum of all computer/technology programs proposed by new and approved private career schools.
- School closures significantly impact student enrollments. From FY 1997 through FY 2001, 13 schools precipitously closed without completing the training of more than 880 enrolled students. This included 3 large computer schools (Computer Learning Center, Technical Education Center, and Advanced Career Training) and 9 cosmetology schools. Four (4) of these 13 schools were cited by the Commission for gross violations of minimum State standards. The owners and operators of one school subsequently were convicted of Federal financial aid fraud and abuse. (Appendix 1, Figure 5)
- Enrollments were largest in real estate schools and computer/electronics schools in FY 2001. Computer/electronics schools generated the largest tuition revenues in FY 2001. The largest number of schools offered programs in cosmetology, computer/electronics, and real estate. (Appendix 1, Figures 6-9)

Leading Types of Schools						
Type of Schools	Enrollments		Schools		Tuition Revenue	
	#	%	#	%	#	%
Real Estate	6,163	26%	25	21%	\$566,781	2%
Computer/Electronics	4,788	21%	25	21%	\$8,503,206	19%
Cosmetology	2,385	10%	27	23%	\$6,676,546	15%
Allied Health	2,351	10%	11	9%	\$8,408,723	19%

- A 70% statewide average completion rate was reported for all private career schools in FY 2001. The program completion rates ranged from a high of 83% for truck driving schools to a low of 62% for cosmetology schools that offer longer programs (1500 clock hours). Completion rates for computer/electronic schools increased to 75% in FY 2001 as a result of a shift to shorter programs that prepare students for computer industry certifications. (Appendix 1, Figure 10)
- A 59% statewide average employment rate was reported in FY 2001 for all private career schools except real estate schools. Employment rates of 79% and 78% were reported for truck driving schools and travel schools, respectively. The average employment rate for computer/electronic schools declined significantly with the addition of numerous new schools. (Appendix 1, Figures 10-11)
- The size of private career schools varies. The largest enrollments and revenues are concentrated in a relatively few schools. Nine (9) of the 118 schools reported over \$1,000,000 in gross tuition revenue in FY 2001. Seven of these 9 schools (78%) participate in Title IV Federal Financial Aid. By contrast, 54 schools (46%) reported a gross tuition revenue of less than \$100,000 in FY 2001. (Appendix 1, Figure 12)
- Twenty-five percent (25%) of all private career schools were accredited and participated in Title IV Federal Financial Aid in FY 2001. Schools that participate in Federal Financial Aid generally have the larger student enrollments and revenue. (Appendix 1, Figure 12)
- The Jack F. Tolbert Memorial Grant Program is the only State scholarship program offered exclusively to students attending private career schools. Private career schools are not eligible to participate in most of the State's scholarship programs, including the Science and Technology Scholarship, the Hope Scholarship, the Educational Assistance Grant, and the Guaranteed Access Grant.

CONTINUOUS QUALITY IMPROVEMENT

Commission staff will be working in collaboration with private career schools and others to address the pressing need for:

1. Minimum standards for instruction delivered through distance education by private career schools; and
2. Revised policies pertaining to financial guarantees.

Distance Education Standards

Currently, Commission staff is chairing a national committee charged with developing model standards for distance education provided by private postsecondary career schools.¹ Commission staff also will work with Maryland private career schools and others to draft distance education standards tailored for private career schools operating in Maryland.

Policies Pertaining to Financial Guarantees

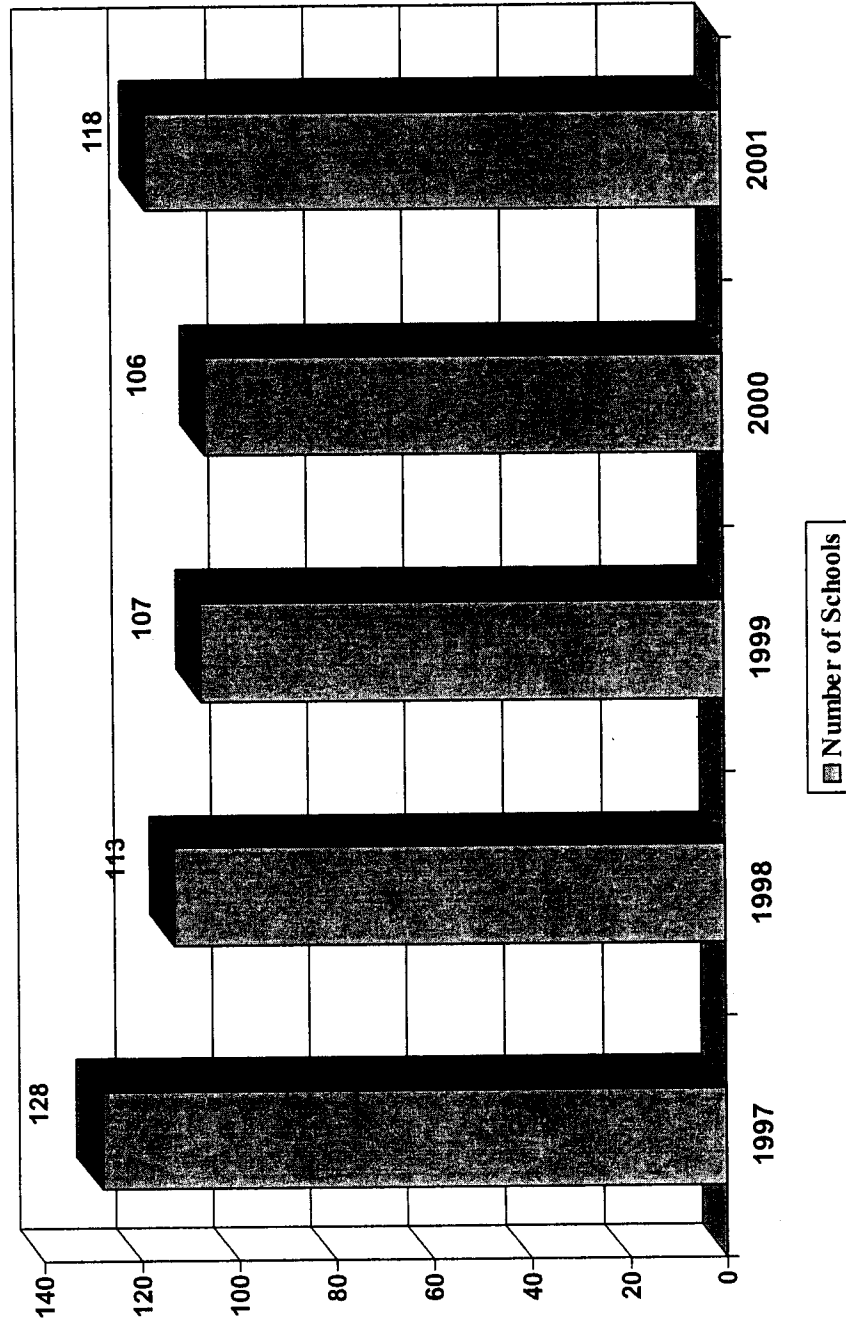
Current Commission policy relative to financial guarantees warrants review in light of an expanding reliance on private student loans and recent private career school closures². The possible need for financial guarantees for all schools and the amount of the required financial guarantees should be revisited. Current Commission policy does not require all schools to maintain a financial guarantee, and those schools with guarantees are only required to obtain a financial guarantee sufficient to cover a portion of the schools' tuition liability.

¹ The National Association of State Administrators and Supervisors of Private Schools (NASASPS) is a national association of state regulators of private schools that established a committee to address the need for minimum standards for distance education and propose standards for possible adoption by states.

² In 2001, the following 4 computer schools closed without completing the training of over 500 enrolled students: (1) Computer Learning Center, (2) Fleet Business School, (3) Delta Computer Education – Rockville, and (4) Delta Computer Education – Silver Spring.

Appendix 1, Figure 1

5 Year Trends in Number of Private Career Schools
FY 1997 – FY 2001



Source: Private Career School Annual Reports

Trends in Number of Private Career Schools -- By School Type
(FY 1997 -- FY 2001)

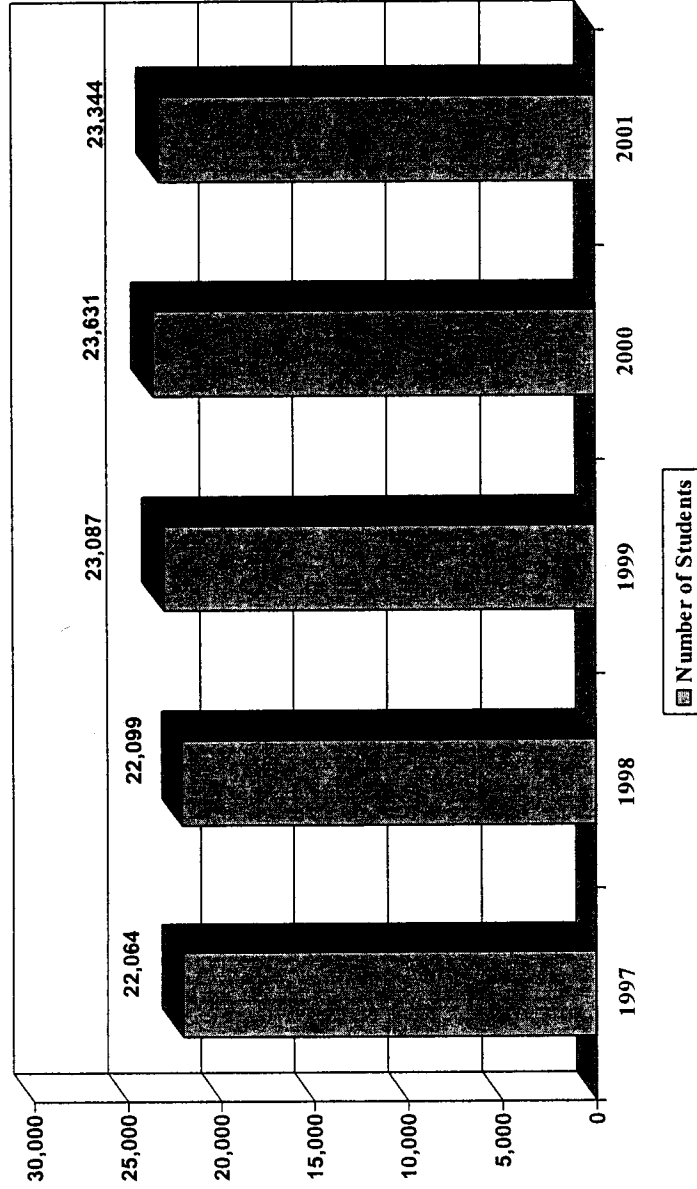
School Type	1997	1998	1999	2000	2001
Allied Health	13	11	11	11	11
Barber	5	5	5	5	5
Computer/Electronics (1)	9	8	8	11	25
Cosmetology	34	31	30	27	27
Real Estate	34	29	28	27	25
Travel	5	5	2	2	2
Truck Driving	3	2	2	2	2
Other (2)	25	22	21	21	21
Total	128	113	107	106	118

(1) Includes business and drafting schools.

(2) Other includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Electrology, Fine Arts and Modeling, Hazardous Materials, Private Investigation, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trades Schools.

Source: MHEC Private Career School Annual Reports

**5 Year Trends in Enrollment in Private Career Schools
(FY 1997 -- FY 2001)**



Source: Private Career School Annual Reports

Trends in Enrollment in Private Career Schools -- By School Type
(FY 1997 -- FY 2001)

School Type	1997	1998	1999	2000	2001
Allied Health	2,135	2,089	2,169	2,232	2,351
Barber	437	433	476	413	398
Computer/Electronics (1)	4,670	4,979	4,942	4,752	4,788
Cosmetology	3,640	3,237	2,890	2,650	2,385
Real Estate	4,218	5,027	5,758	6,490	6,163
Travel	291	249	61	27	27
Truck Driving	1,347	822	901	805	887
Other (2)	5,326	5,263	5,890	6,262	6,345
Total	22,064	22,099	23,087	23,631	23,344

(1) Includes business and drafting schools.

(2) Other includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Electrology, Fine Arts and Modeling, Hazardous Materials, Private Investigation, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trades Schools.

Precipitous Closures of Private Career Schools (FY 1997 -- FY 2001)

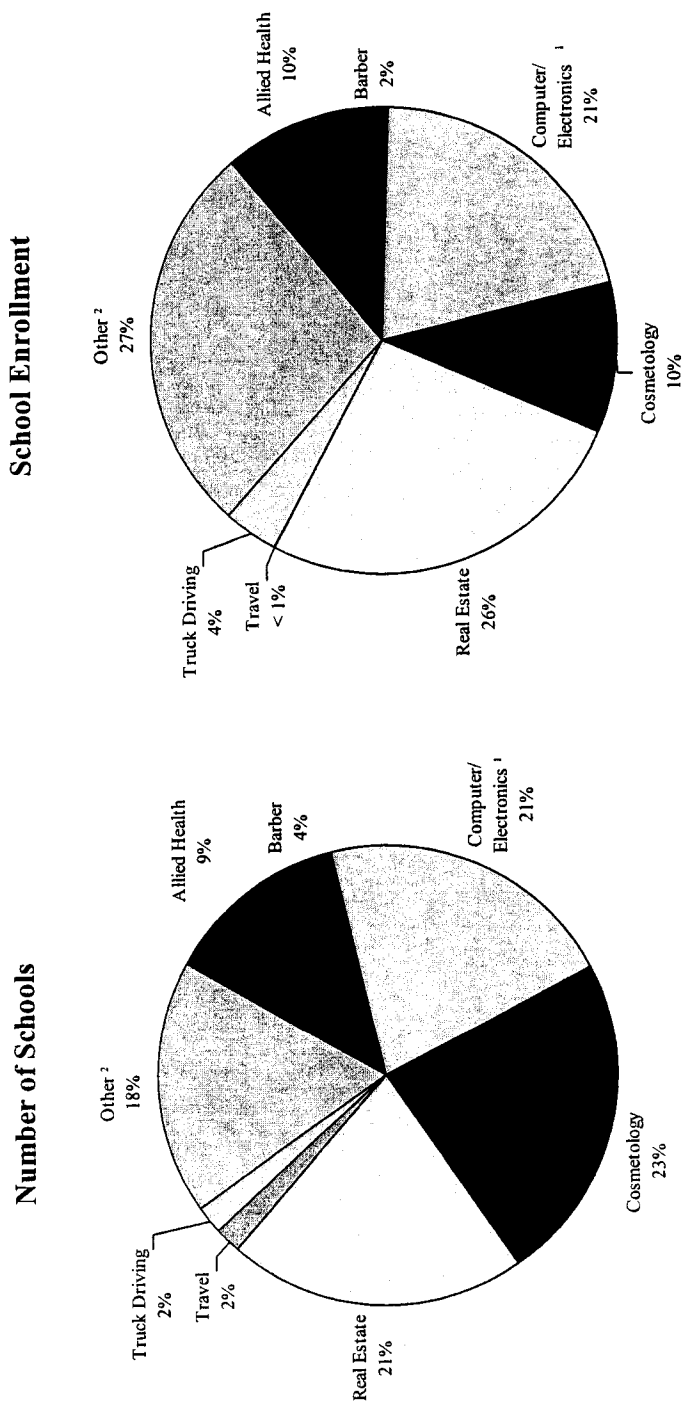
(Listing of schools that closed before completing the training of all currently enrolled students)

Closed Schools	Close Date	# Students Enrolled	Accredited Schools	Federal Loans (1)	Teach Out (2)	Financial Guarantee
Computer Learning Center	01/22/01	327	yes	yes	no	yes
Robert's Institute of Hair Design - Bel Air	03/16/00	32	yes	yes	yes	
Robert's Institute of Hair Design - Severna Park	03/16/00	40	yes	yes	yes	
Charming Nail School	09/10/98	NR	no	no	no	yes
Northwest Beauty	08/00/98	17	yes	no	yes	
Professional Beauty Acad. of Towson	06/17/98	4	no	no	yes	yes
McEllis Training Institute	03/28/98	NR	no	no	yes	yes
Advanced Career Training	02/20/98	187	yes	no	partial - 83	
Technical Education Center	10/21/97	177	yes	yes	partial - 3	
Robert's Institute of Hair Design - LP	08/06/97	19	yes	some	no	
Rockville Beauty School	05/06/97	28	yes	some	partial - 17	
Creative Nails Institute	02/03/97	NR	no	no	no	yes
BNT Academy	08/02/96	50	yes	some	yes	
13 PRECIPITOUSLY CLOSED SCHOOLS		>881	9	7	6 + 3 partial	5

(1) School participated in Title IV Federal Financial Aid loan programs.

(2) The Commission approved a "teach-out" to enable students of the closed school to transfer to other private career schools to complete their training

Private Career Schools by Type FY 2001

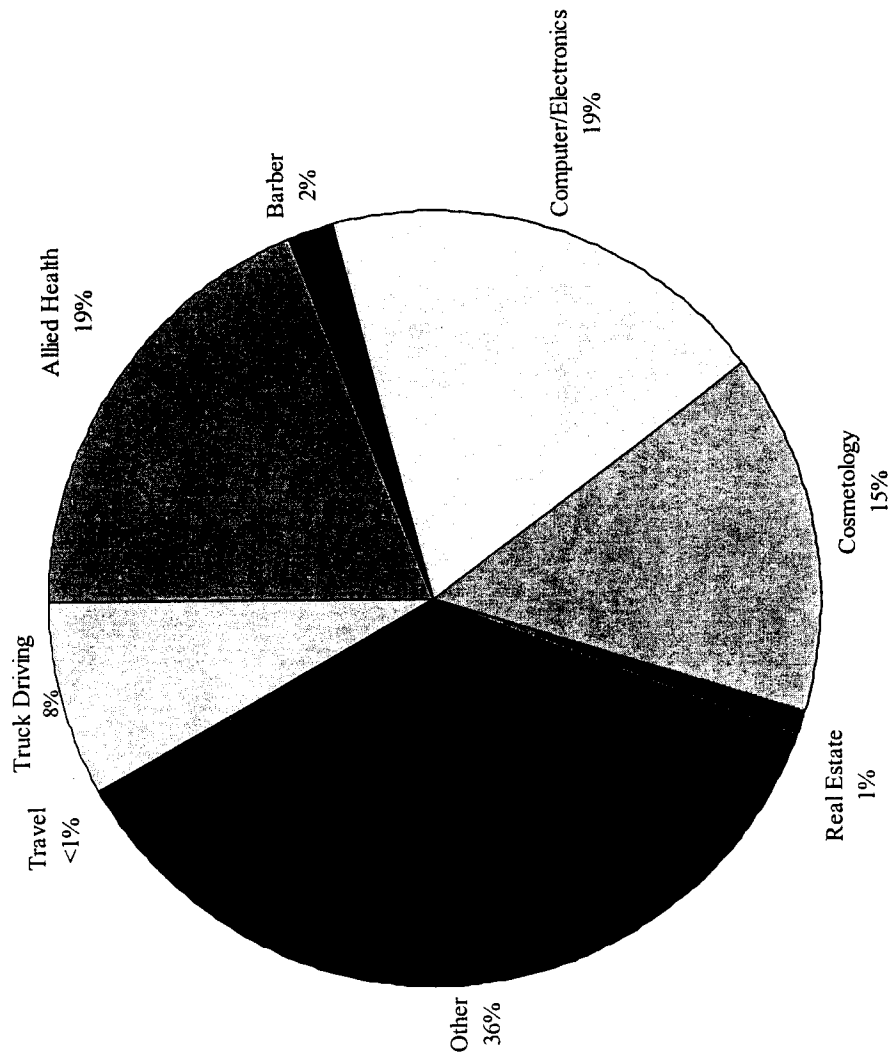


(1) Includes business and drafting schools.

(2) Includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Fine Arts and Modeling, Hazardous Material, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trade Schools.

Source: Private Career School Annual Report

**Private Career Schools
Percentage of the Total Revenue Income by School Type
FY 2001**



Source: Private Career School Annual Reports

Number of Schools and Enrollment of Private Career Schools -- By School Type
FY 2001

School Type (1)	PCS		Schools		Student Enrollment (2)	
	#	% of Total	#	% of Total	#	% of Total
Allied Health	11	9%	2,351	10%		
Barber	5	4%	398	2%		
Computer/Electronics (3)	25	21%	4,788	21%		
Cosmetology	27	23%	2,385	10%		
Real Estate	25	21%	6,163	26%		
Travel	2	2%	27	0%		
Truck Driving	2	2%	887	4%		
Other (4)	21	18%	6,345	27%		
Total	118	100%	23,344	100%		

(1) Some schools offer more than one type of program. Schools are categorized by the type of program with the majority enrollment.

(2) Represents students enrolled from June 30, 2000 - July 1, 2001.

(3) Includes business and drafting schools.

(4) Other includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Fine Arts and Modeling, Hazardous Materials, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trades Schools.

Source: MHEC Private Career School Annual Reports

Tuition Revenue of Private Career Schools -- By School Type FY 2001

School Type (1)	Tuition Revenue	
	\$	% of Total
Other (2)	\$15,980,587	36%
Computer/Electronics (3)	\$8,503,206	19%
Cosmetology	\$6,676,546	15%
Allied Health	\$8,408,723	19%
Truck Driving	\$3,243,392	8%
Barber	\$748,158	2%
Real Estate	\$566,781	2%
Travel	\$18,850	< 1%
Total	\$44,146,243	100%

(1) Some schools offer more than one type of program. Schools are categorized by the type of program with the majority enrollment.

(2) Other includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Fine Arts and Modeling, Hazardous Materials, Private Investigation, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trade Schools.

(3) Includes business and drafting schools.

Source: MHEC Private Career School Annual Reports

Accountability Measures
Completion Rates, Employment Rates, and License Pass Rates of Private Career Schools
By School Type
FY 2001

School Type (1)	Completion Rate	Employment Rate	License Pass Rate (2)
Allied Health	64%	69%	
Barber	68%	(3)	68%
Computer/Electronics (4)	75%	53%	
Cosmetology	62%	66%	67%, 66%, 79% (5)
Real Estate	68%		56% & 49% (6)
Travel	67%	78%	
Truck Driving	83%	79%	69%
Other (7)	73%	55%	
Total	70%	59%	

(1) Some schools offer more than one type of program. Schools are categorized by the type of program with the majority enrollment..

(2) Overall pass rate on any required licensing exams.

(3) Employment figures were provided by less than half the barber schools.

(4) Includes business and drafting schools.

(5) Cosmetology Exam overall pass rate = 67%; Manicuring Exam overall pass rate = 66%; Esthetics Exam pass rate = 79%.

(6) State Exam pass rate = 56%; National Exam pass rate = 49%.

(7) Other includes; Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Fine Arts and Modeling, Hazardous Materials, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trades Schools.

Trends in Employment Rates of Private Career School -- By School Type
(FY 1997-FY 2001)

	Number Employed					Percent Employed				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Allied Health	490	639	557	568	645	45%	62%	57%	71%	69%
Barber	86	(1)	(1)	(1)	(1)	40%	(1)	(1)	(1)	(1)
Computer/Electronics (2)	855	1,025	1,231	1,244	1,149	73%	78%	74%	60%	53%
Cosmetology	951	822	741	593	566	67%	65%	69%	60%	66%
Travel	200	87	38	11	14	84%	41%	75%	58%	78%
Truck Driving	384	356	379	370	431	54%	80%	75%	76%	79%
Other (3)	1,188	1,464	1,842	2,053	1,757	48%	57%	59%	59%	55%
Statewide (4)	4,154	4,393	4,788	4,839	4,562	57%	64%	65%	63%	59%

(1) Employment figures were provided by less than half of the barber schools.

(2) Includes business and drafting schools.

(3) Other includes: Aviation, Bartending, Broadcasting, Cooking, Dog Grooming, Electrology, Fine Arts and Modeling, Hazardous Materials Private Investigation, Massage, Mechanics, Montessori Teacher Training, Polygraph, Recording, Tax Preparation, and Trades Schools.

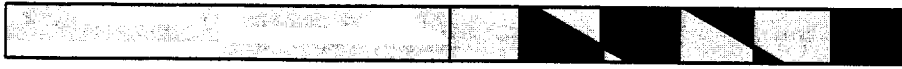
(4) Real Estate not included in total numbers employed or in percent employed Statewide.

Source: MHEC Private Career School Annual Reports

**Tuition Revenue of Private Career Schools and Participation in Title IV Federal Financial Aid
FY 2001**

Annual Tuition Revenue	All Schools	Schools with Federal Aid (1)
	#	#
\$1,000,000 and above	9	7
\$900,000 - \$999,999	2	2
\$800,000 - \$899,999	1	0
\$700,000 - \$799,999	3	2
\$600,000 - \$699,999	2	0
\$500,000 - \$499,999	1	0
\$400,000 - \$399,999	2	1
\$300,000 - \$299,999	5	2
\$200,000 - \$199,999	12	4
\$100,000 - \$99,999	18	6
Less than \$100,000	54	1
Revenue Not Reported	9	5
Total	118	30

(1) Schools participating in Title IV Federal Financial Aid.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: Maryland-Estonia Cooperation Update

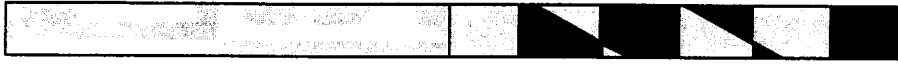
COMMITTEE: Education Policy Committee

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.
Dr. David E. Sumler

SUMMARY: During the summer of 2001, representatives of a number of colleges and universities, the Maryland National Guard, and the Maryland Higher Education Commission formed the Maryland-Estonia Educational Consortium (MEEC). In October 2001, MEEC received a \$10,000 grant from the United States Embassy in Estonia to fund educational and cultural exchanges. An RFP was sent to all individuals who had been involved in the Maryland-Estonia project. Six grant proposals were received and thanks to a generous infusion of \$13,370 by the Maryland National Guard, all projects were funded. No State funds were expended for these grants.

Attached is a list of the projects funded.

RECOMMENDATION: This item is for information only.



Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

MEMORANDUM

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Education Policy Committee

SUBJECT: Maryland-Estonia Cooperation Update

STAFF: Dr. John A. Sabatini, Jr.
Dr. David E. Sumler

On March 4, 1999, the Maryland National Guard hosted the first workshop on a proposed Maryland-Estonia Higher Education Partnership, building on the successful example of the *Partnership for Peace* program of military-to-military cooperation. To launch the higher education partnership, a group of 30 Maryland educators and State officials, led by Lieutenant Governor Kathleen Kennedy Townsend, visited Tallinn and Tartu on May 19-21, 1999, to meet with their Estonian counterparts to discuss areas of potential cooperation. Following that visit, the Maryland educators have held several meetings to develop specific proposals for consideration by the leaders of Estonian higher education institutions, the Estonian Department of Higher Education, and the political leaders of Estonia. These ideas have been explored in a meeting held at the Estonian Embassy in December 1999 and in a two and a half hour live videoconference between Maryland and Estonian educators on March 30, 2000. Since then, some of the proposed projects have been implemented, thanks to travel support provided by the *Partnership for Peace* program of the National Guard Bureau and the Maryland National Guard.

During the summer of 2001, representatives of a number of colleges and universities, the Maryland National Guard, and the Maryland Higher Education Commission formed the Maryland-Estonia Educational Consortium (MEEC). In October 2001, MEEC received a \$10,000 grant from the United States Embassy in Estonia to fund educational and cultural exchanges. An RFP was sent to all individuals who had been involved in the Maryland-Estonia project—25 individuals at 18 colleges and universities. Six grant proposals were received and thanks to a generous infusion of \$13,370 by the Maryland National Guard, all projects were funded. No State funds were expended for these grants.

Attached is a list of the projects funded.

RECOMMENDATION: This item is for information only.



Parris N. Glendening
Governor

AGENDA ITEM SUMMARY

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

SUBJECT: State Plan Goal 8, *Achieve a Cost-Effective and Accountable System of Delivering High-Quality Postsecondary Education*

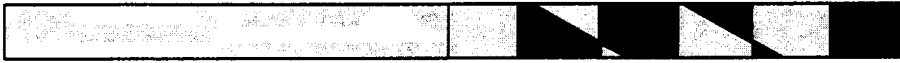
COMMITTEE: None

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.

SUMMARY: Each segment will have one spokesperson who will present a brief overview of the written materials which are attached. Fifty percent of the time allocated to each representative (20 minutes each for the University of Maryland, community colleges, and independent colleges and 10 minutes each for St. Mary's, Morgan, private career schools, and the Faculty Advisory Council) will be devoted to an exchange between Commission members and the presenter on the objectives and strategies for this goal.

Goal 8 speaks to achieving a cost-effective and accountable system of delivering high-quality postsecondary education in Maryland. Some of its objectives include reaffirming and strengthening articulation and transfer agreements among institutions, maximizing the State's investment in higher education, improving efficiencies and expanding opportunities through collaborative partnerships between institutions and various entities, and embracing a comprehensive system of accountability that recognizes the needs of all stakeholders while respecting the finite nature of public resources and the fiscal constraints of students and families.

RECOMMENDATION: This item is for information only.



AGENDA ITEM SUMMARY

Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

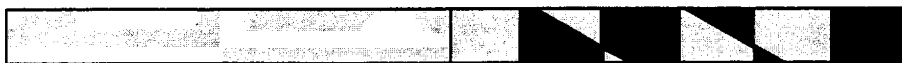
SUBJECT: Report on Programs Reviewed from January 22, 2002 to March 15, 2002

COMMITTEE: None

DATE OF COMMISSION MEETING: April 23, 2002 **STAFF:** Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUMMARY: During the past few months, the Secretary of Higher Education acted favorably on 2 degree and 3 certificate programs at independent colleges and universities; 8 degree and 4 certificate programs at public four-year colleges and universities; and 2 degree and 2 certificate programs at public community colleges. In addition, one off-campus program was reviewed and approved.

RECOMMENDATION: This item is for information only.



MEMORANDUM

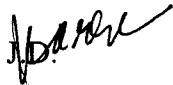
Parris N. Glendening
Governor

John J. Oliver, Jr.
Chairman

Karen R. Johnson
Secretary of Higher Education

DATE: April 23, 2002

TO: Maryland Higher Education Commission

FROM: Karen R. Johnson, 

STAFF: Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUBJECT: Report on Programs Reviewed from January 22, 2002 to March 15, 2002

During the past few months, the Secretary of Higher Education acted favorably on 2 degree and 3 certificate programs at independent colleges and universities; 8 degree and 4 certificate programs at public four-year colleges and universities; and 2 degree and 2 certificate programs at public community colleges. In addition, one off-campus program was reviewed and approved.

I. PROGRAMS FAVORABLY REVIEWED AND APPROVED

Independent Colleges and Universities

Capitol College

Bachelor of Science in Computer Science (Approved 2-14-02)

Master of Science in Computer Science (Approved 2-14-02)

Computer science is the study of computers and computation. Topics include programming languages, computational science, algorithms and complexity, the architecture and organization of computers, software engineering, human-computer interaction and a host of other areas. Building on the study of computer science the graduate program seeks to foster innovative thinking and encourage new approaches to problem solving through the use of emerging technologies and to provide students with the advanced knowledge and skills necessary to design and use modern computer-based systems.

Community Colleges

Chesapeake College

Lower Division Certificate in Teacher Aide (Approved 2-14-02)

This program is designed to allow students to enter the workforce as teacher aides or to continue their education by enrolling in the associate of arts in teaching degree program. The program prepares individuals working with children with the foundational knowledge, skills,

and dispositions to effectively assist children with their work under the supervision of a classroom teacher.

Associate of Arts in Teaching (Elementary AAT) (Approved 2-14-02)

Chesapeake College is one of the many community colleges currently approved to offer the AAT degree. The concept was developed collaboratively by two-year and four-year higher education faculty from Maryland colleges and universities in response to Maryland and national workforce needs. The AAT will provide a seamless articulation process in which students may transfer their credit hours toward a variety of four-year teacher certification programs throughout the State. The program was developed to meet the goals and outcomes established for elementary education by state and national agencies and accrediting associations.

Harford Community College

Associate of Arts in Teaching (Elementary AAT) (Approved 2-22-02)

Harford Community College is one of the many community colleges currently approved to offer the AAT degree. The concept was developed collaboratively by two-year and four-year higher education faculty from Maryland colleges and universities in response to Maryland and national workforce needs. The AAT will provide a seamless articulation process in which students may transfer their credit hours toward a variety of four-year teacher certification programs throughout the State. The program was developed to meet the goals and outcomes established for elementary education by state and national agencies and accrediting associations.

Public Four-Year Colleges and Universities

Frostburg State University

Bachelor of Science in Athletic Training (Approved 3-15-02)

The program is designed to prepare students for successful completion of the National Athletic Trainers' Association Board of Certification Examination. The program will seek accreditation by the Commission on Accreditation of Allied Health Education Program. Course work will be provided in risk management and injury prevention, pathology of injury and illness, pharmacology, acute care, therapy, nutrition, and many other areas.

Bachelor of Arts/Science in Interpretive Biology and Natural History (Approved 3-15-02)

The program is designed for individuals interested in pursuing a career in interpretive biology and natural science. The objectives of the program include familiarizing the student with the biology and ecology of whole organisms, instructing the students in use of techniques to observe animals, developing an appreciation for the use of probability and statistics to understand natural phenomena, and providing skills and training in outdoor recreation. Practical field experience and training in communication skills are also a part of the program.

Morgan State University

Master of Science in Bioinformatics (Approved 1-28-02)

The program, administered by the Department of Biology, is multidisciplinary in nature and includes working closely with other Departments including: Chemistry, Computer Science, Physics, and Mathematics. This multidisciplinary program recognizes the special roles that computational, chemical, physical, and mathematical sciences play in solving fundamental problems in biology. Students will be trained in acquiring the knowledge and developing the practical skills in bioinformatics and computational biology through emersion in theoretical and practical training, interdisciplinary course work, and hands-on state-of-the-art research.

Salisbury University

Post Baccalaureate Certificate in Mathematics for Middle School Teachers (Approved 3-15-02)

This program consists of mathematics content courses for graduate credit that are aimed specifically at meeting the mathematics content needs of middle school teachers of mathematics. The University received a National Science Foundation grant to fund the development of these graduate courses. By better preparing teachers teaching middle school mathematics, it is hoped that this program will aid in the retention of teachers and help to alleviate present and future teacher shortages.

Bachelor of Arts in International Studies (Approved 3-15-02)

This program is designed to attract students whose primary interests are international studies, but whose interests cannot be totally satisfied by pursuing a major in any one single discipline of the social sciences. The program seeks to educate students in understanding the world outside the United States so that they can better serve as informed citizens and as specialists and professionals in careers spanning national boundaries. The program will challenge the student to view the world and learn from a multitude of perspectives including: social, political, economic, historical, and cultural.

University of Maryland, College Park

Doctor of Audiology and Doctor of Philosophy in Audiology (Approved 1-22-02)

The primary objective of the doctorate programs in Clinical Audiology is to train highly qualified practitioners and researchers in audiology. Advanced graduate study is offered through both programs and the curricula of both are designed to meet the requirements specified in the *Standards for the Certificate of Clinical Competence in Audiology* of the American Speech-Language-Hearing Association.

Upper Division Certificate in Lesbian, Gay, Bisexual, and Transgender Studies (Approved 3-15-02)

The program offers an inter-disciplinary undergraduate certificate designed to examine the lives, experiences, identities, and representations of Lesbian, Gay, Bisexual, and Transgender persons. Students will study Lesbian, Gay, Bisexual, and Transgender families and communities, cultures and subcultures; histories, institutions, languages, and literature; economic and political lives; and the complex relations of sexual minorities to the culture and experience of the gender conformant and heterosexual majority.

University of Maryland University College

Bachelor of Arts in Asian Studies (Approved 3-15-02)

The Asian Studies program provides an interdisciplinary overview of life, history, politics, and cultures of Asia. Asian Studies graduates will be prepared for careers in numerous fields, including education, government, international business and management, analytical writing and research in Asian Studies, and East-West relations. This program will strengthen the curriculum and enhance potential career opportunities, especially for military and civilian students overseas.

Master of Science in Accounting and Information Technology (Approved 3-15-02)

This program is comprised of accounting, management, and information systems courses and experiences. The program provides a unique opportunity for a student to concentrate graduate studies in accounting with a technology emphasis. Program graduates will be prepared to work closely with colleagues in information technology in areas such as the design and development of specifications, selection of systems, and implementation of enterprise systems and their applications.

Master of Science in Health Care Management (Approved 3-15-02)

This program is designed as a specialized degree for graduate students who want to focus on the management and administration of health care services, systems, and organizations. The course work provides graduates with depth and breadth from a wide range of relevant topic areas in health care and related fields in general management. Graduates will be prepared to assume a wide range of professional roles in the field through exposure to the dynamic challenges faced by health care administrations as well as current and evolving administrative, management, and policy issues.

II. CERTIFICATES APPROVED WITHIN EXISTING DEGREE PROGRAMS

Anne Arundel Community College

Lower Division Certificate in Therapeutic Massage (Approved 2-12-02)

Baltimore Hebrew University

Upper Division Certificate in Jewish Education (Approved 3-14-02)

Post Baccalaureate Certificate in Jewish Education (Approved 3-14-02)

Baltimore International College

Lower Division Certificate in Professional Culinary Arts (Approved 3-14-02)

Towson University

Post Baccalaureate Certificate in Database Management Systems (Approved 3-6-02)

III. OFF-CAMPUS PROGRAM PROPOSALS

Hagerstown Business College

Lower Division Certificate in Medical Assistant (Approved 3-6-02)

Lower Division Certificate in Computer Network Technology (Approved 3-6-02)

Associate of Applied Science in Network Systems Technology (Approved 3-6-02)

These three programs will be offered at a new site to be established in Baltimore, Maryland.
The site will be at or near the intersection of Eastern Avenue and North Point Boulevard.

RECOMMENDATION: This item is for information only